



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BRONX CAREER & COLLEGE PREPARATORY HIGH SCHOOL  
**DBN (i.e. 01M001):** 12X479  
**Principal:** KIZHAYA A. ROBERTS  
**Principal Email:** KROBERTS3@SCHOOLS.NYC.GOV  
**Superintendent:** ELAINE LINDSEY  
**Network Leader:** ADA CORDOVA

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kizhaya A. Roberts	*Principal or Designee	
Gerald Cofta	*UFT Chapter Leader or Designee	
Aileen Maldonado	*PA/PTA President or Designated Co-President	
Deidra Alvarez	DC 37 Representative, if applicable	
Yanelissa Garcia	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jacob Martinez	Member/ Student Representative	
Cindy Matos	Member/ Parent Member	
Felicia Castillo	Member/ Parent Member	
Shandell Jackson	Member/ Parent Member	
Cerlenox Martin	Member/ Community Coordinator	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Students will demonstrate College Readiness in the Mathematics Department as evidenced by a 3% increase in the number of students who pass a Math Regents with a grade of 80% or higher during the June administration of the exam from 5% to 8%.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on performance levels in Mathematics during the June 2013 administration of the Integrated Algebra Regents exam, only 5 percent of our students were performing high enough on the exam to evidence college readiness. In order to support math engagement and achievement of students need additional instructional time in mathematics. Additionally, teachers need targeted professional development to support students varied needs.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will offer office hours two times per week to support tutorials at the end of the school day.
2. Math teachers will use curriculum offered by Engage NY to ensure college readiness. The curriculum provides math investigations that will be explored in block periods.
3. The majority of students taking an algebra course will have the opportunity to participate in math blocks that provide a double period of instruction.
4. Math teachers will have collaborative planning time allocated in their schedules on a daily basis as a comparative tool in assessing student progress.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, school secretaries and administrators
2. Math Teacher, Guidance Counselor, Department Chairpersons, Principal, UFT Representative
3. Math Teachers and school administrators
4. Math Teachers and Department Chairpersons

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly reports of students who attended tutorials
2. Bi-weekly checks of syllabus and curriculum
3. Quarterly interim assessments
4. Consistent feedback provided by administrators regarding weekly meeting minutes

#### D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. August 2013 – May 2014
3. September 2013 – June 2014
4. September 2013 – June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School Secretary and Administrators review reports weekly
2. Teachers collaborative planning time
3. Flexible student programming based on identified needs
4. Department planning time built into the schedule.

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Graduation requirements and college benchmark requirements for math 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. Jupiter Grade's is provided as a communication tool to

keep parents informed with behavioral and academic progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Students will demonstrate College Readiness in the English Department as evidenced by a 3% increase in the number of students who pass the ELA Regents with a grade of 80% or higher during the June administration of the exam from 9% to 12%.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on performance levels on the ELA exam during the June 2013 administration, only 9 percent of our students were performing high enough on the exam to evidence college readiness. In order to increase achievement, students need additional instructional time in ELA. Additionally, teachers need targeted professional development to increase instructional shifts and the level of rigor and thinking in the classroom to support students varied needs.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will offer office hours two times per week to support tutorials at the end of the school day
2. English teachers will use curriculum offered by Engage NY to improve college readiness
3. A Business and Technical Writing course will be added to the curriculum
4. English teachers will have collaborative planning time allocated in their schedules on a daily basis as a comparative tool in assessing student progress.

**2. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, school secretaries and administrators
2. Math Teacher, Guidance Counselor, Department Chairpersons, Principal, UFT Representative
3. English Teachers, Advisors, and school administrators
4. English Teachers and Department Chairpersons

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Weekly reports of students who attended tutorials
2. Bi-weekly checks of syllabus and curriculum
3. Quarterly interim assessments to determine and monitor student outcomes
4. Consistent feedback provided by administrators regarding weekly meeting minutes

**4. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014
2. August 2013 – May 2014
3. September 2013 – June 2014
4. September 2013 – June 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School Secretary and Administrators review reports weekly
2. Teachers collaborative planning time
3. School Administrators teach academic courses to create time for Business Writing Course using existing school staff.

4. Department planning time built into the schedule.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Graduation requirements and college benchmark requirements for ELA 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. Jupiter Grade's is provided as a communication tool to keep parents informed with behavioral and academic progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- The school is a safe environment and provides an inclusive culture as evidenced by a 10% decrease in school based incidents in comparison to the prior year.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

*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**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- The school will implement a comprehensive incident reduction plan.
- There will be increased visibility and presence in public spaces to monitor student activities.
- 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.

**2. Key personnel and other resources used to implement each strategy/activity**

- Deans, administrators, teachers, and school support members.
- Teachers, Deans, and student government members
- Community Coordinator, Community Associate, School Secretary
- Community Coordinator, Community Associate, Teachers, Administrators, student government members

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Weekly OORS report data
- Bi-weekly debrief sessions with Deans and Administrators
- Weekly reports of spotlight messages
- Annual survey response data

**5. Timeline for implementation and completion including start and end dates**

- August 2013 – June 2014 with weekly checks
- August 2013 – June 2014 with bi-weekly checks

- 3. August 2013 – June 2014 with weekly checks
  - 4. August 2013 – April 2014
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Deans will work in a full time capacity and have an Associate to assist with paper work and office management
  - 2. Teachers and student government members will have assigned posts
  - 3. The Community Coordinator and Community Associate will have flexible schedules
  - 4. The Community Coordinator and Community Associate will have flexible schedules

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Instructional Strategies/Activities**
- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- 1. Strategies/activities that encompass the needs of identified subgroups**
  - 2. Key personnel and other resources used to implement each strategy/activity**
  - 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 4. Timeline for implementation and completion including start and end dates**
  - 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

***Annual Goal #5***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**5. Strategies/activities that encompass the needs of identified subgroups**

1.

**6. Key personnel and other resources used to implement each strategy/activity**

1.

**7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

**8. Timeline for implementation and completion including start and end dates**

1.

**9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Tiered Interventions Reading in the content area Writing in response to complex text Castle Learning	Small group or 1:1 tutoring	During the school day or after school
<b>Mathematics</b>	Tiered Interventions Kumon Castle Learning	Small group or 1:1 tutoring	During the school day or after school
<b>Science</b>	Tiered Interventions Reading in the content area Writing in response to complex text Castle Learning	Small group or 1:1 tutoring	During the school day or after school
<b>Social Studies</b>	Tiered Interventions Reading in the content area Writing in response to complex text Castle Learning	Small group or 1:1 tutoring	During the school day or after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Tiered Interventions At Risk Counseling Group Counseling	Small group or 1:1 sessions	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Existing staff members are made aware of vacancies and assist in the recruitment of new staff.</li> <li>• New teachers receive the support of an additional year of mentoring.</li> <li>• Teachers set goals based on improving effectiveness and reflect on those goals throughout the year.</li> <li>• Principal and Assistant Principals provide clear and specific feedback to assist teachers in improving instructional practices.</li> <li>• 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.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Teachers will participate in a planning conferences, full period observation, and post conference with the Principal or Assistant Principal.</li> <li>• Teachers will reflect on practice and share reflections when meeting with a supervisor.</li> <li>• Teachers will engage in inter-visitations and receive feedback based on the Danielson rubric of teacher practice from one or more peers.</li> <li>• The Principal will set aside observation or "coaching" days specifically to monitor and provide feedback on teacher practice.</li> <li>• Using ADVANCE, the Principal will monitor the number of times teachers were observed and provided with feedback based on the Danielson rubric of teacher practice.</li> <li>• Using ADVANCE, the Principal will keep track of the feedback and next steps for each teacher.</li> <li>• Teachers will reflect on feedback and improve practices.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
School Social Workers, Guidance Counselors, and Advisors meet with students regularly to assess needs. Programs are developed based on identified needs and funds are allocated to support them.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
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Teachers backwards map teacher designed assessments from the Regents or other State or College level examinations. Administrators review assessments and approve or reject assessments based on in-house criteria.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-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 dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 1<sup>st</sup> 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.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

***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.
-

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>479</b>
School Name <b>Bronx Career and College Preparatory</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Kizhaya A. Roberts</b>	Assistant Principal <b>Ellen Hales</b>
Coach <b>Steve Kostas/ teacher mentor</b>	Coach <b>type here</b>
ESL Teacher <b>Abigail Havener</b>	Guidance Counselor <b>Cedric Hawkins</b>
Teacher/Subject Area <b>Justin Golino/ Science</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Virginia Williams / English</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Pam Johnson/ SETTS</b>	Other <b>Kelly Roche /Math</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Jerry Cofta/ English</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>328</b>	Total number of ELLs	<b>55</b>	ELLs as share of total student population (%)	<b>16.77%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In														0
Discrete ESL class										2	2	2	0	6
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	2	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	21
SIFE	13	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	16

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	25	5	2	14	5	10	16	3	11	55
Total	25	5	2	14	5	10	16	3	11	55

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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										30	21	3	1	55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1		1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	30	22	3	2	57

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)										4	3	0	1	8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	11	1	1	23
Advanced (A)										8	2	1	0	11
Total	0	0	0	0	0	0	0	0	0	22	16	2	2	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													
	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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	2	0
Integrated Algebra	1	7	1	3
Geometry		1		0
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science	1	3	0	0
Living Environment	1	2	0	0
Physics				
Global History and Geography		4		1
US History and Government		9		0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
BCCPrep uses a variety of tools to assess the ELL students, both standardized and classroom based. In addition to the LAB-R and the NYSESLAT, BCCPrep utilizes a performance series administered each fall to assess and track improvements in literacy skills in individual students and the student population as a whole.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In general almost all of our ELLs struggle on the reading and writing component of the exam. The 9th grade students are a mixture of proficiency levels ranging from newly immigrated beginner students to long term ELLs unable to advance for a variety of reasons. The majority of the 10th grade students are intermediate ELLs who struggle to reach advanced due to their low reading and writing scores, some even reaching proficiency in speaking and listening but unable to progress due to a deficiency in literacy. By 11th grade most students have reached intermediate and some have reached an advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Modality reports were unavailable for analysis.
4. For each program, answer the following:
  - a. 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?Teachers at BCCPrep refer to the ELL data generated by the NYSESLAT/LAB through ARIS when forming instruction. This data influences the complexity of texts they present, the amount of scaffolding and context given for a task, the organizational supports given for written assignments, the grouping and discussion techniques utilized, the levels of questioning and wait time as well as the amount of vocabulary support given. The English department offers vocabulary translations for high incident vocabulary in nonfiction texts. The English department and History department include explicit instruction in the habits of proficient readers in classroom discussions such as understanding how to use guiding questions to clarify and focus reading as well as finding textual evidence to support a claim. All of these activities, plus constant feedback, monitoring and revision of student work is yielding positive results.  
Some classroom teachers are conversant in Spanish and use the student's NL to clarify complex or difficult concepts.  
There is a trend in the NYSESLAT data showing that students in the intermediate and advanced classification struggle most with the reading and writing components of the exam. For this reason, we have begun using the Hampton Brown Edge curriculum in freestanding ESL classes, which focuses on literacy skills while also offering a rich language acquisition component.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
BCCPrep does not have any students falling into the K-5 grade range.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
All content teachers at BCCPrep take into consideration the background and history of their students. This includes the second language needs of the ELLs in our building. Teachers are made aware of the ELLs in their classroom early in the school year through the ARRIS system. The student's performance on the different modalities of the NYSESLAT from the previous year are also available to classroom teachers. Teachers use this information to focus their instruction. For example; students who have a lower score in the writing modalities are offered organizers to help them complete writing assignments in Social Studies and English. All teachers continue to develop student's vocabulary through explicit teaching, word walls and annotations of the text.
7. 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?BCCPrep does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLS by constantly monitoring and revising and evaluating to determine what trends are developing in student performance. When these trends are discovered we make necessary alterations to curriculum, instruction and programming to address the needs of the ELL population. We also use the AMAO tool to set goals for ELL population's achievement each year.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

To ensure that all ELLs are equitably and appropriately identified as part of the intake and orientation process the following procedure is followed;

- a. Parents and students meet with the specialized instruction coordinator, Pamela Johnson, who conducts the informal Home Language Survey (HLS) interview and completes the required HLS form. In the event that a translator is needed the pupil accounting secretary Michelle Gonsalves Powell is available in addition to DeeDee Alvarez and the DOE translation and interpretation unit.
  - b. The HLS is reviewed and the student is either declared eligible for testing or English proficient based on the answers in part 1 and the responses to interview questions. If the student is eligible for testing, the specialized instruction coordinator or the ESL teacher, Ms. Havener will administer the LAB-R. If the student's scores fall into the cut scores they are eligible to take the Spanish LAB which is administered by the ESL teacher.
  - c. Based on the results of the aforementioned tests, the student will be determined to be either fully proficient in English or limited English proficient. Those students with limited English proficiency are eligible for ESL services and are programmed appropriately.
  - d. Entitlement or non-entitlement letters are sent out accordingly within 10 days of the student's admission to BCCPrep. All students who are eligible for ESL services are reevaluated annually in the Spring using the New York State English as a Second Language Assessment Test (NYSESLAT). Their eligibility is confirmed by the RLER ATS report.
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.  
Within 10 days of the student's enrollment, the ESL teacher will notify the parent in writing of the student's eligibility to receive services as an English Language Learner and invite them to attend a parent orientation to discuss the program options using the entitlement letter and parent brochure in the preferred language, provided by the DOE. If no response is received within 5 days, parents will be contacted by telephone.  
During the orientation, parents are introduced to the school community and shown the parent orientation video in their preferred language. The video outlines the various language acquisition programs available in the New York City public schools. After viewing the video and asking any questions, they are asked to choose from Dual Language, Bilingual or a Freestanding ESL program using the Parent survey and program selection form.  
Parents are made aware that BCCPrep only offers a freestanding ESL program at this time. Every effort is made to transfer students to an appropriate school if bilingual or dual language is their first choice.
  3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [\[see tool kit\]](#).)

It is the responsibility of the ESL teacher to send Entitlement letters to parents within 10 days of enrolment. The Parent survey and program selection forms are completed and returned during the parent orientation. If it is necessary to send the forms to the parent, a return envelope is enclosed to ensure the forms speedy return. If the forms are not returned, parents will be contacted by telephone to answer any questions and request the forms return.

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.

After parents view the parent orientation video in their native language they complete the Parent survey and program selection form. This information is entered into the ELPC ATS screen and the form filed into the student's permanent record. ELLs are placed in the parents' program of choice. If the parents choose a bilingual or dual language program they are informed that BCCPrep only offers freestanding ESL at this time. Parents may choose to keep their child enrolled at BCCPrep in the ESL program we offer or transfer their child to a different school where the parent's choice is currently available.

If the parents choose to transfer their child the Office of ELL is contacted to coordinate the transfer with the office of student enrollment. While awaiting the transfer, the student is placed temporarily into the freestanding ESL program offered at BCCPrep. Once the child's program has been determined based on the steps outlined above, a placement letter indicating the program in which their child has been placed is sent home in the preferred language for written communication.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The dates for the NYSESLAT test are communicated to parents and students in advance in both English and the preferred languages of parents and students. Letters are sent home including information about how students are being assessed and on what information. The ESL teacher is always available to answer questions. Reminders continue to be sent home via mail and telephone during the testing period for students who are absent or miss a modality component. Make up testing is provided for the final week for those students who missed a portion of the exam.

6. 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.) 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. 

After reviewing the parent selection forms from previous years we can see that most parents choose to keep their student in the ESL program offered at BCCPrep. Because we do not have 15 or more students of the same NL in the same grade who have requested a bilingual program, we are able to send those students whose parents adamantly want their child in a TBE program to the ELL program transfers office who will try to find an alternate placement for their child.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])? BCCPrep offers 2 periods (45 min) of freestanding ESL classes which are ungraded and are comprised of strategic homogeneous groupings by proficiency level. In each freestanding ESL program, language arts are taught using ESL and ELA methodologies.  
During push in units, content areas are taught in English using ESL strategies. During a common planning period (45 min), the ESL teacher can collaborate with regular classroom teachers to include language acquisition and vocabulary support. Native language support is provided when necessary to clarify core concepts using bilingual dictionaries, a buddy system or enrichments and materials in the native language.
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)?  
The number of ESL instructional units that students receive is allocated as per New York State CR Part-154 regulations and determined by students' proficiency levels as indicated by their LAB-R or NYSESLAT scores. Students who are at a beginning level receive 540 minutes per week split between freestanding ESL classes and push-in support. Intermediate students receive a total of 360 minutes also split between freestanding ESL classes and push-in support. Advanced students receive 180 minutes of ESL support in addition to 180 minutes of ELA instruction weekly.  
General education students are served in a 28:1 student teacher ratio. ELL-SWDs are serviced as per their IEPs in a 15:1 setting with a certified Special Education teacher.
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 foster language development and meet the demands of the Common Core Learning Standards.  
High performance expectations aligned to grade level standards and college readiness are the ultimate target of multiple strategies. Our content area classes infused ESL strategies into content instruction so that students can learn content and receive content credit while simultaneously developing English skills. A 45 minute common planning period is used for collaboration between the ESL teacher and regular classroom teachers to ensure that ESL strategies are integrated.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Upon taking the LAB-R/Nysetel 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 in the NL. Data from the test is used as determination for placement in full immersion content area classes or in a self-contained environment.  
All regent level content area tests are available and offered to our ELL students in their NL.  
Teachers are encouraged to provide students with a translation of low incident vocabulary on each exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The New York State English as a Second Language Achievement Test (NYSESLAT)— A test developed by the New York State Education Department to measure English Language Arts (ELA) Proficiency levels (i.e., beginning, intermediate, advanced) of ELLs - is administered each spring.  
In addition to this testing students are monitored by our ESL teacher weekly to ensure their continued growth in each modality.
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. A 9th period instructional hour is offered twice weekly to accelerate academic and language development by providing additional instructional time after school. BCCPrep offers a reteach week after the final exams each term. This is used to clarify student misconceptions or errors in understanding revealed by the assessments. During this week teachers utilize different approaches from the ones they initially used that build on previous activities and knowledge but focus on the omissions or errors in student thinking.

b. Newcomers are paired with a stronger student with the same NL in each of their core classes. Students are encouraged to use their NL when it aids instruction. Focus is placed on key information in the planning and delivery of each content area unit. BCCPrep offers a 45 minute period focused on developing basic English language skills and to acclimate students to the routines of our school community.

c. Word walls are used in most classrooms to clarify vocabulary, Think pair share and other strategies are used to activate prior knowledge and give context to key concepts. Eno boards are placed in each classroom to encourage the use of visuals to illustrate key points.

d. BCCPrep has devoted a 45 minute period to long term ELLs to help them attain an academic literacy in English that is as well-developed as their oral skills are. There is also a focus simultaneously on content and literacy learning in content area courses- such as math, social studies and science.

e. Former ELLs continue to receive all testing accommodations for up to 2 years after their declassification. Their progress is closely monitored by the Tiered Intervention Program to ensure that any necessary actions are taken to make certain their success. ESL instructors and mainstream teachers may be included if deemed necessary.

7. 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?

Many ELL-SWDs are placed in co-taught classrooms as well as being placed in a freestanding ESL class. In order to provide students support in these mainstream classes, teachers know their students’ IEPs and communicate regularly with special education faculty regarding what works best for the child’s learning. Teachers provide scaffolding and differentiation for these students based on their IEPs, including ensuring that students receive their testing accommodations as outlined by their IEPs.

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

Many ELL-SWDs are placed in a co-taught setting or in smaller classes. ESL teachers are invited to all of their SWD students’ IEP meetings so that she may be fully aware of all of the student’s needs. ESL teachers also communicate regularly with related service providers (i.e. speech therapist, social worker, ect.) to ensure that the social/behavioral needs of students are being appropriately addressed and that IEP goals are met.

**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:			

### 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

Social Studies:				
Math:				
Science:				

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

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

### Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

9. 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.

BCCPrep uses Jupiter Grades to make students' grades from each classroom accessible for quick and efficient monitoring. The Tiered Intervention Program (TIP) also monitors students' academic progress. This team identifies students who are falling behind and puts in place targeted supports to assist them in reaching core content standards, among these supports NL enrichment and ELD services are included.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL program at BCCPrep is effective in moving students toward proficiently not only in the English language but also in content standards. The curriculum used in the freestanding ESL classes is designed to help struggling readers to read and respond to demanding text through explicit instruction of reading strategies and vocabulary. ESL classes also use many of the same organizational tools and rubrics used in the English 1 and 2 classes to ensure that students are prepared to transition into a mainstream English class equipped with all the right tools to succeed. In addition the 9th period office hour period has been highly effective in moving students who were struggling in a specific subject areas.

11. What new programs or improvements will be considered for the upcoming school year?

This year the ESL program will begin using Scientific Learning's Reading Assistant program. This program is designed to aid struggling readers in decoding and comprehension. Students will be able to work at their own pace to develop critical reading skills to help them to be successful in language development as well as in core content classes.

12. What programs/services for ELLs will be discontinued and why?

No programs or services will be discontinued at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

A 9th period is offered twice weekly to assist students who are struggling in any class. The ESL teacher is available to offer support where needed.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Cornell notes are used by every teacher at BCCPrep to aid students in understanding content as well as identifying key vocabulary and evaluating their level of understanding at the end of each lesson. This year Eno boards were installed in every classroom, which enhances the visual experiences of our students and gives greater context for the content being presented. Other technological supports including; projectors, laptops and ELMO are used to address scaffolding and individualized learning styles. Glossaries, dictionaries and guided notes are used as needed. Spanish texts are available in US History Classes for NL support.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Each classroom at BCCPrep has multiple copies of both general bilingual glossaries and content specific Bilingual glossaries. Additionally, some staff are conversant in Spanish and are able to offer NL supports in core content classes.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All instructional materials and resources are age appropriate, offering topics and themes relevant to a High School student. They offer rigor that prepares our ELL students to transition seamlessly into the High School's general English classes. The required minutes of ESL service offers a varied degree of supports depending on the student's needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

BCCPrep has several licenses for Rosetta Stone and BrainPop, two online ELD programs that students can access at home or at the local library over the summer or during the school year. For students without Internet access The Heinle Picture Dictionary Beginning with audio CD is available to guide independent language acquisition.

Newcomers are paired with a peer partner with the same NL during their first weeks in our building to assist them in navigating the routines and physical spaces of our community.

18. What language electives are offered to ELLs?

BCCPrep offers Italian as a LOTE course, this is open to any ELL and is most commonly scheduled for freshman students.

19. For schools with dual language programs:

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

BCCPrep does not offer a dual language program.

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development for ELL related topics encompass the entire faculty here at BCCPrep. Our ESL teacher attends multiple network lead trainings each year and turnkeys relevant information to the faculty during bi monthly whole team meetings. These trainings center on engaging ELLs in the Common Core Learning Standards. Some time is allocated during a 45-minute common planning period for development of content specific strategies to support the ELLs in these classrooms. Our ESL teacher also meets one on one with teachers to aid in the development of a strong understanding of the specific considerations ELLs require. Our Assistant Principal is influential in putting this plan in place.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. We aim to offer translation services at each meeting.

These meetings as well as goings on at BCCPrep are communicated to parents via a phone message system weekly. We are also planning to make these announcements available to parents via email through Sound Cloud in the coming year.

Faculty makes use of JupiterGrades.com, an online reporting service giving parents virtual access to students' attendance as well as assignment and grade information. JupiterGrades is available in the parents' language of choice.

Parent teacher conferences follow the first term report cards to create individualized plans for students. Advisors maintain communication with parent's throughout the academic year.

In 2013 we welcomed a community coordinator to provide not only information to our ELL parent's , but a level of ease and security to enhance and further the interaction. Communications are always available in both English and Spanish. There are several faculty members and community volunteers available at the school during school hours to translate for parents. For students with NL other than Spanish we utilize a translation unit.

## E. 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 12X479 School Name: Bronx Career and College Prep.

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**

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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.

After analyzing the data from ATS, we recognized a large percentage of our students come from Spanish speaking families. This information is gathered from our Home Language Survey, Emergency cards, ATS reports and from meetings we have with parents when they enter the building for enrollment and/or Parent Teacher Conferences. We have noticed that at least one adult in our French speaking families is able to communicate proficiently in English. This is based on our conversations with them during the enrollment process and/or other meetings. This is not necessarily the case with all of our Spanish-speaking families.

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.

An analysis of the ATS data combined with the emergency cards and Home Language surveys have revealed that all communications, written or oral, needs to be presented in Spanish as well as English. This information is readily apparent to most in the BCCPrep community due to the Latino dominant community our school is a part of.

## Part B: Strategies and Activities

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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.

In general, all communication through the mail is presented in both English and Spanish. All DOE notices are provided in the required languages for each family. School staff are available to provide written translation in-house. If necessary, the language and interpretation unit provided by the NYCDOE will be used. All translated documents will be sent out at the same time as the English originals.

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.

Several staff members are available to provide oral translations for meetings with parents. These staff members include several teachers, Main Office staff, community support coordinator (DeeDee) and several para-professionals. Most events involving parents are translated into Spanish by in-house staff. Examples of these events include, Parent teacher conferences, Orientations, and PTA meetings. Our recorded phone messages, such as through school messenger, are presented in English first, followed by a Spanish translation. Over the phone translations are provided by the Language and Interpretation Unit in the DOE for any teacher wishing to update parents on the progress of their student.

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>.

To ensure that BCCPrep meets the requirements of Section VII of Chancellor's Regulations A-663 our school has taken the following steps. Our bilingual staff members will provide the written translation and interpretation services needed to the greatest extent possible. When in-house staff are not available or are unable to provide specific services, then we will request assistance from the Department of Education's Translation and Interpretation Unit. All parents will be made aware of their right to translation and interpretation services through signs in English and the 8 languages, covered by the Department of Education.

## 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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		