

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**12X479**

**School Name:**

**BRONX CAREER & COLLEGE PREPARATORY HIGH SCHOOL**

**Principal:**

**KIZHAYA A. ROBERTS**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: CEP Overview**

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

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 12X479  
School Type: Public High School Grades Served: 9,10,11,12  
School Address: 800 Home Street Bronx, NY 10456  
Phone Number: (718) 542-4011 Fax: (718)- 542-4377  
School Contact Person: Cerlenox Martin Email Address: Cmartin29@schools.nyc.gov  
Principal: Kizhaya A. Roberts  
UFT Chapter Leader: Gerald Cofta  
Parents' Association President: Gail Gadsen  
SLT Chairperson: Cerlenox Martin  
Student Representative(s): Martin Fernandez

**District Information**

District: 12 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458  
Superintendent's Email Address: elindse@schools.nyc.gov  
Phone Number: (718) 741-3157 Fax: (718) 741-7098

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 206 Network Leader: Ada Cordova

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kizhaya A. Roberts	*Principal or Designee	
Gerald Cofta	*UFT Chapter Leader or Designee	
Gail Gadsen	*PA/PTA President or Designated Co-President	
Cerlenox Martin	DC 37 Representative, if applicable	
Martin Fernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Laverne Sparrow, Children's Aid Society	CBO Representative, if applicable	
Tressa Campbell	Parent Member	
Bright Dwamena	Parent Member	
Christopher Guity	Student Member	
Iliana Francisco	Student Member	
Jamela Waldron	Student Member	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Bronx Career & College Preparatory High School (BCC Prep) is a public school located in the Morrisania section of the Bronx, NY. We believe that all students can achieve at high levels, and it is the teacher who has the most impact on moving students towards mastery of content. Our instructional methodology is one that promotes a deeper understanding of concepts and fosters a connection between interdisciplinary and integrated experiences.

BCC Prep has developed several partnerships which include organizations such as Children's Aid Society, Bethex Federal Credit Union, Project Uplift, Possibility Project, the Science & Technology Entry Program at Bronx Community College, College Now at Lehman College and Youth Communications. Along with support from teachers and an active parent community, we use these partnerships to aid in preparing students to be successful 21st century participants. We couple relevant internship experiences with rigorous academic learning experiences. As a result, students develop four standards of professionalism and learn to be prompt, prepared, positive and productive. Students at BCC Prep also strive to embody our core principles as they develop responsibility, teamwork, and the resiliency needed to enter college and to exceed academic and industry-based standards.

BCC Prep is in its sixth year of operation and we are committed to ensuring that students are cognitively engaged, fully valued and heard. Our strengths lie in the fact that there is consistent communication around high expectations, our students are well known, curricular adjustments are aimed at improving student outcomes and teachers consistently collaborate in order to strengthen instructional coherence. In the areas of English and Science performance, students at BCC prep met or exceeded targets last year. We were one of only 44 New York City schools recognized during the 2013-2014 school year by the Anti-Defamation League as being "No Place for Hate."

BCC Prep continuously works to ensure that all of our students have access to rigorous curriculum and are supported to produce high levels of grade appropriate work. Our key areas of focus this year are to:

1. Improve student attendance.
2. Improve student progress and credit accumulation.
3. Enrich our extra-curricular and academic programming.

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on data from the 2013-2014 School Quality Review (SQR) and our School Leadership Team’s analysis of teacher observations conducted throughout the previous year, we identified our school’s instructional strengths as follows:

- Teachers create common assessments and rubrics to provide feedback to students and to inform curricular adjustments aimed at improving outcomes for all students. (2013-2014 SQR)
- During lessons, teachers are expected to have students self-assess their level of understanding by indicating on a scale of 1-4 how well they understand what they are doing at that moment. (2013-2014 SQR)
- We offer multiple program options and provide students with access to courses that match their academic levels.

We continue to be challenged by the academic needs of our under-credited learners over time. This was illuminated for us by the credit accumulation outcomes reported in the 2013 – 2014 School Quality Guide (SQG). Less than 20% of our lowest performing students in their second or third year earned ten or more credits. Additionally, less than 50% of all students in their second or third year earned ten or more credits.

Grade and department teacher teams as well as our School Leadership Team’s (SLT) analysis of data cited above, including in-house surveys of teachers to ensure that all voices were heard on this issue, helped us to understand and agree as a community that this year we want to deepen our capacity to:

- Increase student credit accumulation across all content areas.
- Provide engaging and innovative independent learning experiences for students so that there are increased opportunities to demonstrate success in every subject.
- Increase our students’ ability to think, speak, read and write across the curriculum in ways that demonstrate high levels of critical thinking in response to complex text.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, all teachers instructing students in their second year will implement targeted instructional strategies that will increase the percentage of these students earning ten or more credits by at least 6.4% points from not meeting the target at 48.4% to approaching the target at 54.8% as measured by the 2015 School Quality Guide.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Advisory Teams will monitor student progress and reach out to parents twice per month to discuss performance and next steps.</p> <ul style="list-style-type: none"> <li>• The schedule will be structured so that advisory teams have prearranged opportunities for collaboration and communication both with parents and with other team members.</li> <li>• The advisory team structure will ensure that students with special needs, English language learners and other high-need student sub groups are connected to teams of teachers that will focus on developing systems of support.</li> <li>• Teachers will have consistent opportunities to discuss school-based or off-site programs that will empower parents to support each child’s credit accumulation goals.</li> <li>• The consistent cycle of outreach will deepen trust between teachers and parents by fostering increased opportunities for open communication.</li> </ul>	Parents	9/9/14 – 6/16/15	Teachers
<p>Supervisors will conduct formative or evaluative observations and provide feedback to teachers every 10 school days with a focus on differentiated instruction through rigorous tasks and complex texts.</p> <ul style="list-style-type: none"> <li>• Supervisors will structure observation schedules and balance administrative tasks to ensure a consistent cycle of observation and timely feedback.</li> <li>• Supervisors will guide teachers to use item analysis when analyzing exam results to compare performance between varied student groups.</li> <li>• Supervisors will monitor what is taught in comparison to what is planned using syllabi and curriculum maps that have been shared with parents via the school’s website or during the school’s curriculum night.</li> <li>• The consistent cycle of observation will deepen trust between teachers and supervisors by fostering increased opportunities for corrective action planning.</li> </ul>	Classroom Teachers	10/1/14 – 5/29/15	Principal and Assistant Principals
<p>Teachers will receive ongoing professional development focused on differentiated instruction and best practices for the</p>	Classroom Teachers	10/1/15 – 6/16/15	Principal, Assistant Principals and

<p>development of students' capacity to think, speak, read and write in response to complex texts.</p> <ul style="list-style-type: none"> <li>Professional development will be provided with strategies that are specific for meeting the needs of at-risk youth.</li> <li>Regularly scheduled meetings will occur between teachers who are trained in a content area and teachers who are trained to support students with special needs or English language learners so that they may co-craft pedagogical approaches that will support all students.</li> <li>Department Chairpersons will develop a school-wide homework policy that will be shared with parents so that classroom expectations can be more consistently supported in the home.</li> <li>Supervisors will work in consultation with department chairpersons to plan professional development opportunities based on what is observed in the classroom and what is shared in professional learning communities.</li> </ul>			Department Chairpersons
<p>A Tiered Intervention Planning team (TIP), inclusive of supervisors, guidance counselors, a special education teacher, a general education teacher, the parent coordinator, the student activities coordinator, the internship coordinator, the transition coordinator, the program chairperson, the social worker and other support team members will collaborate with classroom teachers to insure all students at-risk for class failure are identified and provided with individualized academic supports in a timely fashion.</p> <ul style="list-style-type: none"> <li>The Jupiter Grades system will be used as a structure to ensure that students, parents, teachers, and other stakeholders can both initiate or add to a student's tiered intervention plan.</li> <li>The composition of a multi-faceted TIP team with varied areas of expertise allows for students who are most at risk to have the combined resources of those that are best able to support them.</li> <li>Discussion groups will be used to ensure that parents are aware of and have the opportunity to contribute to academic plans at any time of day or night.</li> <li>Discussions are secure within each group and provide for open communication amongst all stakeholders around each student's goals and next steps.</li> </ul>	Teachers, Students	11/17/14 – 6/16/15	Principal, Assistant Principals, Counselors, Teachers, Support Team Members

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Adjustment of supervisor's schedules to ensure completion of observations and feedback in a timely fashion.

- Use of an Advisory Team to ensure that each student’s academic and socio-emotional needs are known well by at least one teacher.
- Use of the TIP team to ensure that each student’s academic, social, and emotional needs are supported with actionable, research-based interventions that will address their needs.
- Use of department teams, lead teachers, mentors, network and specialized consultants for professional development focusing on differentiated instruction.

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>	x	<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	---	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 54.8% of students in their second year will have earned five or more credits since September 2014 based on transcripts run in STARS.

**Part 6b.** Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on data from the 2013-2014 School Quality Review (SQR) and the 2013-2014 Learning Environment Survey, and student focus groups we identified the strengths regarding our school’s culture as follows:

- BCC Prep’s students feel safe at school. (2013-2014 Learning Environment Survey)
- Student governance is strong and students actively participate as a decision-making body.
- Consistent communication of high expectations and professionalism unites the entire school community to support students as they prepare for college and career. (2013-2014 SQR)
- Progress toward meeting school goals around academic performance and social emotional growth is supported by an inclusive culture that ensures that all students are well known and their voices are valued. (2013-2014 SQR)

Our teacher, student and parent focus groups, along with the School Leadership Team’s (SLT) analysis of the Learning Environment Survey identified that we continue to be challenged by our limited program options for student participation in extracurricular or athletic opportunities. These focus groups helped us to understand and agree as a community that this year we want to do the following:

- Provide a greater variety of extra-curricular activities after-school.
- Provide additional avenues and opportunities for students to be successful and to celebrate their successes.
- Establish a peer-mentor program.
- Engage a community based organization to partner with the school and serve on the SLT.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will offer a variety of extra-curricular and athletic activities that will increase the percentage of students participating in sustained after-school enrichment to 10% or more of the student body as measured by attendance records that demonstrate that a student has participated in the same activity for a month or more.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ul>			

<p>impact change</p> <ul style="list-style-type: none"> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>The Director of Student Affairs will articulate and publicize service learning opportunities that can be sustained over the duration of the school year.</p> <ul style="list-style-type: none"> <li>• Professional development will be provided for community titles on how to conduct outreach and expand the menu of service opportunities.</li> <li>• Announcements will be made in advisory and advisors will speak individually to students in our high-need subgroups to ensure that students are supported to take advantage of service opportunities.</li> <li>• Parents will be notified via a weekly “spotlight” of all available opportunities.</li> <li>• Opportunities are publicly posted and available for all; demonstrating that all have access and none are excluded from participation.</li> </ul>	Students	9/9/14 – 6/16/15	Community Based Partner, Community Associate and Community Coordinator
<p>As part of our Peer Mentor Program, Success Mentors will help to broaden our ability to provide support, motivation and accountability to students who demonstrate sub-par (inconsistent) attendance.</p> <ul style="list-style-type: none"> <li>• Structured professional development sessions will be held after-school and at lunch in order to effectively train Success Mentors.</li> <li>• Students with disabilities, English language learners and other high-need student subgroups will be paired with role models who demonstrate positive behaviors.</li> <li>• Parents and students will be given incentives when student attendance reaches certain targets.</li> <li>• Success Mentors and mentees will share contact information and check in with each other daily in order to build trust through positive and open communication.</li> </ul>	Students and parents	9/9/14 – 6/16/15	Peer Mentors, Teacher, Guidance Counselor
<p>The school community will engage in activities to increase awareness of the negative impact of bias-based actions.</p> <ul style="list-style-type: none"> <li>• The school will partner with the Anti-Defamation League and have access to resources and professional development activities to support teachers, students, and parents with making BCC Prep “No Place for Hate.”</li> <li>• The school based “Language Initiative” will promote awareness of harmful language and the impact of negative words related to disability status, sexual orientation or any other perceived category.</li> <li>• Family Day will support parents and students coming together in celebration and to support tolerance and</li> </ul>	Students, Teachers, Parents	9/6/14- 5/29/15	Community Coordinator, School Leadership Team, Student Government

<p>concern for one another.</p> <ul style="list-style-type: none"> <li>Town Hall Style meetings will be held in order to foster trust and open communication regarding incidents of bias that impact our community.</li> </ul>			
<p>Faculty schedules will be adjusted so that faculty can facilitate enrichment programs after-school and during students' lunch periods.</p> <ul style="list-style-type: none"> <li>Teachers will obtain appropriate certifications such as CPR or Yoga Instructor certifications in order to lead extra-curricular programs safely.</li> <li>Counselors will run daily career and college counseling sessions to support students who are overage/under-credited or fall into other high-risk categories.</li> <li>Parent leaders will train other parents to support and assist with facilitating extra-curricular activities for students.</li> <li>In order to promote fairness, teachers will have options to communicate desired start time preferences.</li> </ul>	Students and Faculty	11/15/14-12/15/14	Principal, Teachers, Counselors, Parent/Teacher Association

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Adjusted schedules that provide time for the coordinators to develop partnerships in support of after-school activities.
- A Teacher Leader must be trained to support students in mentoring activities.
- Adjustments of Counselors' schedules to provide daily sessions for high-risk students.
- Staggered teacher schedules to provide teachers with time after-school to support enrichment activities.
- The schedule needs to be modified to provide for additional PM school programming and we will need to allocate funds to cover the cost of permits for additional PM school programming. Per session funds must also be set aside for the guidance and teacher team that will support the peer mentoring program.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	---	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 6% or more of students will have participated in sustained after-school enrichment activities as measured by attendance records that demonstrate that a student has participated in the same activity for a month or more.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on data from the 2013-2014 School Quality Review (SQR), STARS Custom report 1.67 and feedback from teacher team meetings, we identified strengths regarding teacher collaboration as follows:

- BCC Prep’s Department Chairpersons serve as full time teachers and understand the strengths and challenges of the daily classroom environment.
- During regularly scheduled department meetings, teachers revise assignments and develop assessments and rubrics that align with the units of study in curriculum maps developed prior to the beginning of the school year. (2013-2014 SQR)
- All teachers collaborate in order to strengthen instructional coherence and support student progress toward mastery of learning goals. (2013-2014 SQR)
- Professional development sessions are often led by teachers who have demonstrated excellence in an area or field of practice.
- Common planning time is set aside daily for teachers to review student work, identify trends in student data, plan instruction and work together to improve instructional practice.

We reviewed data from these departments and identified a trend regarding an imbalance in student progress towards passing Regents Exams. Students typically meet or exceed targets in English or Science and do not meet targets in History or Mathematics. STARS Custom Report 1.67 showed that 39% of our students earned a 65% or higher on an Algebra Regents exam during the 2013-2014 school year.

Grade and department teacher teams as well as our School Leadership Team’s (SLT) analysis of data cited above, helped us to understand and agree as a community that this year we want to improve teacher collaboration so that best practices are shared across departments as a result of a focus on the following:

- Increased opportunities for teacher to teacher inter-visitation.
- Cycles of self and peer evaluation regarding collaboration efforts.
- Training in pedagogical approaches to support at-risk students.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all Algebra teachers will learn from best practices and implement targeted instructional strategies that will increase the percentage of students who earn a 65% or higher on an Algebra Regents exam during their first attempt by at least 6% points, from not meeting the target at 39% to approaching the target at 45% as evidenced by STARS custom report 1.67.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Supervisors will observe and provide formative or evaluative feedback to Algebra teachers every 10 school days.</p> <ul style="list-style-type: none"> <li>• A Network Achievement Coach will meet with Math Teachers weekly to provide professional development and model effective teaching practices.</li> <li>• Students who have not demonstrated success in traditional teaching blocks will have access to innovative schedules where teachers act as facilitators and differentiate instruction to more appropriately meet the needs of at-risk learners.</li> <li>• The school will host a curriculum night and provide access to course syllabi and curriculum maps online so that parents are aware and can become more actively involved in what students are learning.</li> <li>• In order to foster trust and open communication, teachers will receive drafts of ratings before the ratings are finalized in the Advance system and be provided with opportunities to provide evidence that supports consistent improvement.</li> </ul>	Teachers, Students	9/9/14 – 6/16/15	Principal, Assistant Principals, Network Achievement Coach, Advisory Teams
<p>Teachers will deepen the use of data to inform instructional practices that meet the needs of at risk students in the area of Mathematics.</p> <ul style="list-style-type: none"> <li>• A structure will be in place to ensure that teachers can meet every 10 school days to discuss students’ academic and personal behaviors in relation to achievement across content areas.</li> <li>• Departments will analyze common assessments using item analysis and Cycles of Student Achievement (COSA) and conduct case studies in order to develop corrective action plans that address the diverse needs of students with disabilities, English language learners, and other high-need student subgroups.</li> <li>• To ensure that parents are able to support students with the common core shifts in mathematics, an Articulation &amp; Credit Recovery Committee (ARC) consisting of</li> </ul>	Classroom Teachers	10/1/14 – 5/29/15	Principal, Assistant Principals, Department Chairpersons

<p>Department Chairpersons, the Principal, and the College Counselor, will craft common expectations for homework across the Mathematics department.</p> <ul style="list-style-type: none"> <li>In order to foster trust, Math Teachers will receive both formative and evaluative feedback regarding their use and presentation of student achievement data.</li> </ul>			
<p>Teachers will receive ongoing professional development on engagement strategies for at risk youth.</p> <ul style="list-style-type: none"> <li>Supervisors will modify instructional schedules as needed and coordinate coverage plans to ensure that teachers are provided with time to conduct inter-visitation.</li> <li>Achieve Now, an innovative instructional program, will integrate academic and social emotional supports during the school day in order to improve the personal behaviors of overaged/under-credit students as well as our highest need subgroups.</li> <li>Parent/Teacher Association meetings will be held on Saturdays to provide increased opportunities for parents to attend and receive information on the common core instructional shifts and how to support students.</li> <li>In order to foster trust, department chairs will serve on a professional development committee and be responsible for calendaring the professional development menu so that the offerings meet the needs of classroom teachers.</li> </ul>	Classroom Teachers, Parents, Students	10/1/14 – 6/16/14	Principal, Assistant Principals, Network Achievement Coach, Department Chairpersons
<p>Ongoing tutoring and academic intervention that will be crafted and provided for students who are at risk of failing classes.</p> <ul style="list-style-type: none"> <li>Quarterly data reviews will identify students at risk of failing courses and tiered intervention plans will be put in place in order to ensure that students have appropriate supports.</li> <li>Our highest need students who are not on track academically by the end of the first semester will be provided with intensive instruction, access to online programming and opportunities for innovative instructional classes during the regularly scheduled mid-winter recess.</li> <li>Advisory Teams will reach out to parents on a bi-weekly basis to communicate SMART goals, expectations and next steps to support student achievement.</li> <li>Supervisors will meet with teachers regularly and engage in open communication around comparing projected pass rates with any supports that the teacher may need. These data-based conversations foster transparency and trust.</li> </ul>	Teachers, Students	11/17/14 – 6/16/15	Principal, Assistant Principals, Guidance Counselors, Tiered Intervention Planning Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Schedule modifications that allow for teachers to meet during the school day to engage in discussions around data.
- Coverage plans to ensure that teachers have opportunities to observe one another.
- Adjustments to the Principal’s and Assistant Principals’ schedules to balance work-load and protect the frequency of the feedback cycle.
- Use of the school’s Parent Engagement Center at least one Saturday per month.
- Use of teacher teams, lead teachers, mentors, network and specialized consultants for professional development focusing on differentiated instruction.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	---	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, all Algebra teachers would have conducted two cycles of inter-visitation where they had the opportunity to learn from and provide feedback to a peer that has demonstrated success with a similar group of students as evidenced by teacher’s observation reports.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the Superintendent’s feedback from the 2013-2014 Principal’s Performance Observation (PPO), the 2013-2014 School Quality review, and common practices, we identified the following effective leadership practices:

- “The principal has created a culture that exemplifies building relationships, fosters mutual respect and establishes a peaceful and productive learning environment that contributes to the academic and personal growth of students and staff.” (2013-2014 PPO)
- The school principal regularly participates in off-site professional development that occurs outside of the regular work day and is an active member of the School Leaders Network (SLN.)
- “The principal has established a culture for learning that communicates high expectations to staff and students and has developed systems to support and ensure all learners achieve.” (2013-2014 PPO)
- The principal promotes excellence and holds herself, staff and students to high standards.

In addition to the observations outlined in the PPO, the School Leadership Team and the school’s cabinet members met to discuss a need to enhance the following:

- The principal must carve out additional opportunities to celebrate and validate the strengths of faculty members.
- The principal must draw clearer connections between the work of non-classroom based faculty members and student outcomes.
- The principal must be more accessible to students, faculty and parents during the school day.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all non-classroom based faculty will be evaluated based on SMART goals that are directly linked to measures of student learning based on deliverables outlined in each member’s job description.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ul>			

<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>The principal will establish a cycle of evaluation that includes meeting with non-classroom based faculty every ten days to provide direction and feedback regarding improving student achievement and meeting targets around measures of student learning.</p> <ul style="list-style-type: none"> <li>A structure is in place so that non-classroom based faculty participates in regularly scheduled meetings to develop and implement action plans that will improve student achievement.</li> <li>Non-classroom based faculty participate in school-based and off-site professional development opportunities that support them to address the needs of students with disabilities, English language learners, and other high risk student subgroups.</li> <li>Non-classroom based faculty are responsible for creating a welcoming environment for parents and families and are assessed on their ability to do so using survey response data.</li> <li>The principal fosters trust by meeting consistently with non-classroom faculty so that they are fully aware of progress towards goals.</li> </ul>	Non-classroom based faculty	9/9/14 – 6/28/15	Principal
<p>The principal will conduct formal and informal observations of all faculty members and provide written feedback and next steps.</p> <ul style="list-style-type: none"> <li>A system of observation and feedback is in place so that all faculty receive formative and evaluative observations and are provided with actionable feedback within three business days.</li> <li>The school’s lowest third performers are identified and action plans will be created to measure progress across all subgroups.</li> <li>Plans that include students or advisors are also shared with students via Jupiter Grade discussion groups ensuring that all stake-holders can respond and support actionable feedback.</li> <li>The principal readily shares the mission and vision of the school and connects observation results to publicly stated goals, ensuring trust and transparency.</li> </ul>	Faculty	9/9/14 – 6/28/15	Principal
<p>The principal will participate in professional development on a monthly basis regarding strengthening effective leadership strategies.</p> <ul style="list-style-type: none"> <li>The principal’s calendar is managed by the School Business Manager so that appointments can be set</li> </ul>	Principal	9/9/14 – 6/28/15	School Business Manager, Principal

<p>readily and as requested.</p> <ul style="list-style-type: none"> <li>• The principal receives professional development outside of her normal work-day on a monthly basis in order to improve her ability to support the needs of at risk students.</li> <li>• The principal attends all Parent/Teacher Association and School Leadership Team meetings in order to directly address parent concerns.</li> <li>• The principal acts as an active participant in teacher-led professional development and models a willingness to learn and grow professionally. This participation fosters trust amongst faculty that they also can demonstrate a need to be a life-long learner.</li> </ul>			
<p>The principal will discuss improvement strategies on a weekly basis with other school based supervisors.</p> <ul style="list-style-type: none"> <li>• The principal has structures to check in with other school leaders on a weekly or bi-weekly basis to ensure coherency regarding the mission and vision of the school.</li> <li>• The principal sets aside monetary resources to specifically support the highest need students to increase time on task through targeted instruction.</li> <li>• The principal fosters trust and open communication by welcoming parents into the school community and provides her cell phone and email information so that she can be contacted easily.</li> <li>• The principal fosters trust by fostering a climate of distributive decision making.</li> </ul>	Principal and Assistant Principals	9/9/14 – 6/28/15	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The work load of the Principal will be adjusted so that she directly supervises all non-classroom based instructors.  
 The Principal’s schedule will be adjusted so that she works one Saturday per month.  
 The work load of the Assistant Principals will be adjusted so that they have increased opportunities to plan with and support teachers directly.

**Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
---	----------	--	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, all faculty would have received two or more evaluative observations along with actionable feedback that will contribute to their growth as evidenced by the Danielson rubric or the deliverables outlined in each member's job description.

**Part 6b. Complete in February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 School Quality Review (SQR), the 2013-2014 Learning Environment Survey and teacher, student, and parent focus groups via the School Leadership Team (SLT), we identified strengths around family and community ties as follows:

- Parents indicated one of the most important reasons they feel their children are experiencing success at the school is a small size and personal attention given to them. (2013-2014 SQR)
- More than half of 9<sup>th</sup> grade students use the Jupiter Grades program an average of 1.7 times per week to track their own academic progress and 43% of 12<sup>th</sup> grade parents use this program to track their children’s progress. (2013-2014 SQR)
- Parents say they are partners with the school to support their children as they strive to meet college and career readiness expectations. (2013-2014 SQR)
- BCC Prep’s career based internships enable reciprocity between the school and the community.
- The College Now program partnership with local community and private schools provides rigorous program options that support college readiness.
- Students are connected to at least one adult at school and feel safe, valued, supported, and heard. (2013-2014 SQR)

When analyzing data from the Periodic Attendance Report (PAR) we identified that attendance rates between the 2012-2013 school year and the 2013-2014 school year declined. Additionally, when comparing last year’s attendance to that of our 5 year high, there is a decrease of over 10% points from 87.24 in 2009-2010 to 76.73 last year. We continue to be challenged by decreased participation rates in and our liberal arts program.

Teachers, students, parents, and the SLT analyzed the above data and are in consensus that we must take the following action:

- Develop innovative programs that increase student attendance and participation during the regular school day.
- Support parents who participate as decision-making stakeholders in the school and spread awareness around college-ready expectations.
- Provide at-risk students with on-site access to counseling services to support their varied needs.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will partner with a community based organization that will bring additional resources to the school in order to increase the average attendance rates of students identified as chronically absent in August 2014 by at least 3% points from 84% to 87%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Engage the school leadership team and parent members to create a vision for a community school.</p> <ul style="list-style-type: none"> <li>• The SLT will interview three Community Based Organizations (CBO) in order to partner with an organization that can deepen systems for improvement. To date, we have newly partnered with Children’s Aid Society.</li> <li>• Work with the CBO to Structure the school to include resources provided by community centers where academic, physical and artistic activity can occur to greater meet the needs of at-risk students.</li> <li>• Faculty will systematically reach out to parents via a weekly spotlight and other digital messages to communicate college-ready expectations both over the phone and in writing.</li> <li>• The SLT will engage in a transparent interview process where all stake-holders can participate and will openly share progress along the way.</li> </ul>	<p>Parents, Students</p>	<p>8/1/2014 – 6/29/2015</p>	<p>Principal, Assistant Principals, SLT, PTA, Student Government Teachers, Students</p>
<p>The SLT in consultation with parents and students will revise the suspension plan to create additional learning opportunities and improve restorative approaches for students who face disciplinary action.</p> <ul style="list-style-type: none"> <li>• The deans’ schedules will be structured to carve out time to ensure students can serve suspension after attending regularly scheduled classes.</li> <li>• A system will be developed to conduct functional behavior assessments and design behavior management plans to support our students who readily engage in at-risk behavior.</li> <li>• Students that serve suspension will have access to regular academic coursework in order to provide a greater continuity of instruction.</li> <li>• Students who are suspended will have a conference with a</li> </ul>	<p>Parents, Students</p>	<p>8/1/2014 – 10/15/2014</p>	<p>Deans, Teachers, Student Government, PTA, SLT</p>

counselor to support their achievement in avoiding the suspension behaviors.			
<p>Ensure clear and consistent communication around college-ready goals and expectations.</p> <ul style="list-style-type: none"> <li>Develop a structure to systematically incentivize both students who have met expectations and students who have shown tremendous growth.</li> <li>Ensure that the most high-needs students are supported in the advisory program with access and information regarding supports that will assist them with achieving college-ready goals.</li> <li>Hold parent meetings on Saturdays and calendar events where parents will have opportunities to deepen knowledge around expectations while engaging in enrichment activities.</li> <li>In order to align expectations and create transparency, ensure that students' goals and action plans are documented in writing using Jupiter Grades discussion forums.</li> </ul>	Parents, Students, Teachers	9/4/2014 – 12/15/2014	Principal, Community Coordinator, Community Associate, Advisors, Peer Mentors
<p>Develop an innovative instructional program that engages students and helps to increase student participation during the regular school day.</p> <ul style="list-style-type: none"> <li>Work with Children's Aid Society to staff a full time Community School Coordinator to develop program options for students that include both extra-curricular activities and academic supports.</li> <li>Expand the school's Achieve Now program to provide career and college counseling services to our high-need students on a daily basis.</li> <li>Encourage and support parents to participate as a decision making body in the school by hiring a parent coordinator.</li> <li>Hire a community school coordinator who can manage the school's multiple direct resources and openly share information guaranteeing greater access for all.</li> </ul>	Parents, Students, and Teachers	10/15/2014 – 12/15/2014	Principal, SLT, PTA, Parent Coordinator, Community Coordinator, Community School Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>Hire a parent coordinator that will conduct outreach to parents to ensure that college-ready goals and expectations are clearly communicated.</li> <li>Hire a community school coordinator that will work to develop partnerships that will increase family and community ties.</li> <li>Modify the schedules of the community coordinator and the community associate to provide for weekly Success Summit meetings.</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
---	-----------------	--	----------------------	--	------------------	--	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the school will partner with a community based organization that will bring 2 or more additional resources to the school.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |  |    |
|--|--|-----|--|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |  |    |

--

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Recommendation by parent, teacher, student, or advisor; OR a score of 74% or less on the Common Core English Regents Exam	English Workshop capped at 20 students per class that provides innovative instructional strategies including blended learning supports. And/or Special Education Teacher Support Services	Small group, tutoring, modification of instructional program, blended learning.	During the school day
<b>Mathematics</b>	Recommendation by parent, teacher, student, or advisor; OR a score of 79% or less on either the Common Core Algebra Regents Exam	PM School Workshop capped at 20 students. And/or Special Education Teacher Support Services	Small group, tutoring, modification of instructional program, blended learning.	During the school day and after-school.
<b>Science</b>	Recommendation by parent, teacher, student, or advisor; OR a score of 64% or less on the Living Environment Regents Exam	Study Hall And/or Special Education Teacher Support Services	Small group, tutoring	During the school day
<b>Social Studies</b>	Recommendation by parent, teacher, student, or advisor	US History Workshop capped at 20 students per class that provides innovative instructional strategies including blended learning supports. And/or PM School small group intensive for Global Studies, capped at 20 students	Small group, tutoring	During the school day and after-school.

		per class. And/or Special Education Teacher Support Services		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students have completed at least one year in high school and tier 1 or tier 2 school-wide interventions have not proven fully successful	Achieve Now Program, Daily Counseling Sessions, PM school Program	Small group instruction	During the school day and after-school

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

**2b. 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 drive professional development activities via consultation with Department Chairpersons, the UFT and Administration.</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>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 267,305	x	8-13
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$ 11,200	x	8-15
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$ 2,582,253.	x	8-17

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

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

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

Bronx Career & College Preparatory (BCC Prep) High School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of

this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association, and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a dedicated staff person to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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's academic skill needs and what parents can do to help;
- Provide a monthly report of student attendance or progress.

## **BCC Prep 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 child’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**

Bronx Career & College Preparatory High 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;
- ensuring access to communicate via email and student focused discussion groups in Jupiter Grades

***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 promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

***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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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>
--	------------	----------------------	-----------	---	---------------

# 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	Tot #
<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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	25	5	2	14	5	10	16	3	11	55	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>25</b>	<b>5</b>	<b>2</b>	<b>14</b>	<b>5</b>	<b>10</b>	<b>16</b>	<b>3</b>	<b>11</b>	<b>55</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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>	<b>0</b>	<b>30</b>	<b>22</b>	<b>3</b>	<b>2</b>	<b>57</b>								

## 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
Intermediate(I)										10	11	1	1	23
Advanced (A)										8	2	1	0	11
Total	<b>0</b>	<b>22</b>	<b>16</b>	<b>2</b>	<b>2</b>	<b>42</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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.

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 parents' 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 it 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 ⓘ

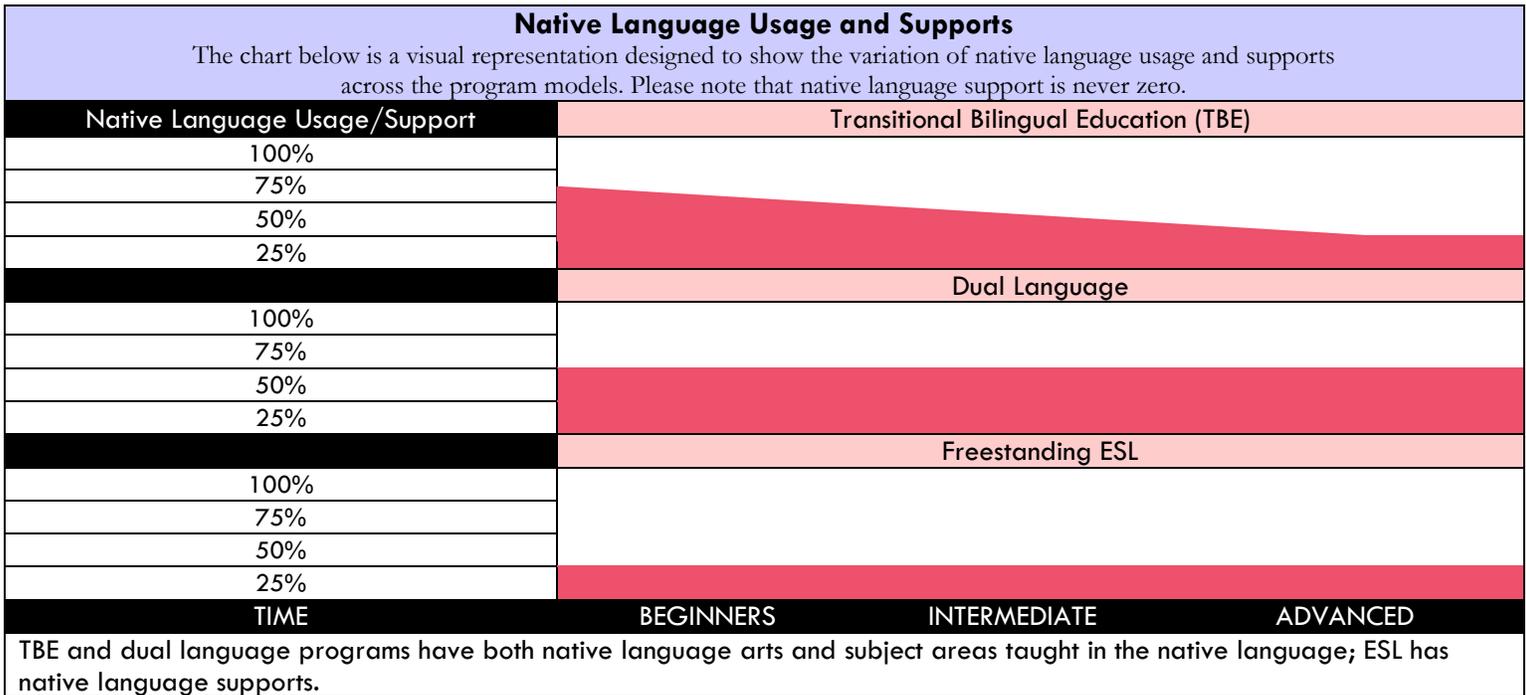
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				
Social Studies:				
Math:				
Science:				

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



## 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:

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**

---

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

---

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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Bronx Career & College Prep.	DBN: 12X479
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
Total # of ELLs to be served: _____
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: \_\_\_\_\_

# of certified ESL/Bilingual teachers: 1

# of content area teachers: \_\_\_\_\_

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: A certified history teacher and a certified ELL pedagogue will work with students 90 minutes per day, 5 days per week in a collaborative teaching session. Students will get remediation, work on projects that help them succeed in their classes, and get support around organization, time management, and understanding our standards of professionalism. The language of instruction is English. All grade levels are served, using a portfolio or project management process. Students who have immigrated frequently come from systems of instruction that differ greatly from the system of instruction here. For example, many students never took a multiple choice exam, and need support in how to answer these types of questions. Many aren't used to managing so many different projects/exams/assignments at one time, and need time management support. They also need advocacy skills, and the teacher works with them on developing these skills. Many are SIFE students who need even more support around building student skills. These services are in addition to the mandated services provided to ELLs.

**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: Teachers and staff are given professional development on programs that support language acquisition, like Brain Pop, and Castle Learning, which allows students to progress at their own pace. We offer professional development opportunities which support teachers around how to plan for students with special needs, both language and learning needs. Professional development was provided on Castle Learning in September for 45 minutes, on Lesson Planning for all students in October and curriculum and engagement strategies for a half day in November. PD on reteaching strategies will be provided in January as well as a cycle of support on a semester basis.

**Part D: Parental Engagement Activities**

**Part D: Parental Engagement Activities**

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

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

Begin description here: On September 4th we offered a parent breakfast and student information materials in native languages to facilitate communication. Parents are invited to attend PTA functions and meetings. Correspondence is sent home in both English and Spanish to keep parents abreast of what is happening at BCC Prep. Translation is provided to facilitate parent communication on a regular basis. We offer programs on Saturdays that involve parents and students and staff. We offer a day of service, in January, which helps families prepare for disasters and learn about fire prevention. It also gives students an opportunity to earn community service hours by involving them in a community educational opportunity.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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)	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____