

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**12X479**

**School Name:**

**BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL**

**Principal:**

**JULIA BALY**

## Comprehensive Educational Plan (CEP) 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**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: BRONX CAREER & COLLEGE PREPARATORY HIGH SCHOOL School Number (DBN): 12X479

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: Julia Baly

UFT Chapter Leader: Donald Saint Germain

Parents' Association President: Gail Gadsen

SLT Chairperson: Cerlenox Martin

Title I Parent Representative (or Parent Advisory Council Chairperson): Desiree Dicks

Student Representative(s): Christopher Guity, Martin Fernandez, Teionni Washington, Jewel Cannon

**District Information**

District: 12 Superintendent: Elaine Lindsey

Superintendent's Office Address: 1 Fordham Plaza, Room 842A Bronx, NY 10458

Superintendent's Email Address: ELindse@schools.nyc.gov

Phone Number: 718-741-3157 Fax: 718-828-7098

**Borough Field Support Center (BFSC)**

BFSC: 94XFSC Director: Jose Ruiz

Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462 /1 Fordham Plaza Bronx, NY 10458

Director's Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776/ 718-741-8895 Fax: 718-828-6280

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Julia Baly	*Principal or Designee	
Donald Saint Germain	*UFT Chapter Leader or Designee	
Gail Gadsen	*PA/PTA President or Designated Co-President	
Cerlenox Martin	DC 37 Representative (staff), if applicable	
Desiree Dicks	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Christopher Guity	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Teionni Washington	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Laverne Sparrow	CBO Representative, if applicable	
Martin Fernandez	Student Representative /Student Government Secretary	
Jewel Cannon	Student Representative /Student Government Treasurer	
Ernestine Hayes	Parent Representative / PA Secretary	
Rose Fowler	PA Treasurer /Parent Member	
Nicola Bingham	Member/ School Social Worker	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Bronx Career & College Preparatory High School (BCC Prep) is an unscreened 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. Bronx Career & College Preparatory High School prepares students to be successful 21st century participants. We couple relevant work based learning experiences with rigorous academic learning experiences to help prepare our students for life after high school. As a result of our concentrated efforts, students develop four pivotal standards of professionalism and learn to be prompt, prepared, positive and productive. BCC Prep functions as a micro-society that mirrors a larger collegiate and workforce society. Students at BCC Prep strive to embody our core guiding principles as they develop responsibility, teamwork and the resiliency needed to excel as collegians and career professionals.

Our instructional methodology is one that promotes continual depth of understanding of concepts and fosters a connection between interdisciplinary and integrated experiences. Our student population in need of special attention is students in the lowest third that need to accumulate enough credit to be promoted to the next grade or level. It is our belief that teachers academically kindle the teenage mind, nurture efforts towards growth and inspire academic ambition. Our teachers are progressing to ensure that all students are cognitively engaged and moving towards new and improved outcomes.

BCC Prep is in its seventh year of operation and this year we made the most progress in the areas of strong family and community ties and supportive environment. We are committed to ensuring that students are cognitively engaged, fully valued and have a strong voice in the growth of our school. As a community school our strengths are steeped in the fact that there is constant communication of high expectations, our students are all connected to a person or persons of beneficial influence and there is reciprocity between the community and the school which aids in the development of the whole child.

Our key areas of focus for this year include strengthening the instructional core around curriculum, pedagogy, and assessment. This includes having a laser like focus on the element of rigorous instruction. Our curricular adjustments are aimed at improving student outcomes and our teachers consistently collaborate to strengthen instructional coherence. Specifically in the areas of English and Science performance, students at BCC prep met or exceeded targets last year. Our commitment to fortifying a school culture of safety and socio-emotional wellness is evident by being one of only 44 New York City schools recognized during the 2013-2014 and 2014-2015 school years by the Anti-Defamation League as being a "No Place for Hate" school.

## 12X479 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	337	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	14	# SETSS	13	# Integrated Collaborative Teaching	77
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.2%	% Attendance Rate			76.7%
% Free Lunch	85.5%	% Reduced Lunch			4.6%
% Limited English Proficient	16.4%	% Students with Disabilities			26.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			36.5%
% Hispanic or Latino	61.3%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			8.25
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	41.3%	Mathematics Performance at levels 3 & 4			50.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	69.7%	% of 2nd year students who earned 10+ credits			48.4%
% of 3rd year students who earned 10+ credits	44.8%	4 Year Graduation Rate			46.1%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on 2013-2014 School Quality Snapshot and a survey of our students, parents, and faculty, we have identified the following strengths:

- Parent feedback and student feedback, communication of high expectations to students and staff is clear and consistent. Utilizing advisory sessions, Jupiter grades, weekly “spotlight” phone blasts and weekly teacher to parent feedback phone calls we are able to communicate expectations for homework, classwork, and independent study with frequency.
- 74% of BCC Prep students feel that their school offers enough variety of programs, classes and activities to keep them interested in school.
- As a first year community school our partnership with the Children’s Aid Society has already yielded encouraging results such as extracurricular programming and 1 to 1 tutoring for many of our students.
- BCC Prep exceeded standards in performance on science regents as per the 2013-2014 School Quality Guide.

As per the Superintendent’s observations and outcomes reported on the 2013-2014 School quality Guide, improvement is needed in the following:

- Work “on curriculum to ensure that students are engaged in rigorous and coherent curriculum across subjects that is accessible for all learners including SWD’s, ELLs and higher achieving students.”
- Increase credit accumulation for student’s performing in the lowest third . 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.
- Develop teacher pedagogy “to reflect the shared vision of how students learn best, ensure that teaching strategies and practices consistently provide multiple entry points into the curricula and that all students are engaged in rigorous tasks and student work products and discussions reflect high levels of student thinking and participation.”
- “Ensure that teacher assessment practice consistently reflects ongoing checks for understanding and self-assessment that leads to adjustments and that rubrics are aligned to curricula and offer a clear portrait of student mastery.”

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 , the 2012 cohort of students in the lowest third will engage in rigorous CCLS aligned units of study and performance tasks along with school- wide baseline assessments, these resources will be used to develop curriculum embedded with our school-wide instructional focus that will result in an increased percentage of students earning ten or more credits by at least 16.4% as measured by the 2015-2016 School Quality Guide.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<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>· The SLT will meet monthly to craft and deploy strategies that foster parental engagement and help move the school forward towards reaching specific outlined goals.</li> </ul>	<p>Teachers/Advisors/Parents</p>	<p>September 9, 2015 – June 22, 2016</p>	<p>Teachers, Parents</p>
<p>Supervisors will conduct formative or evaluative observations and provide feedback to teachers every 10 school days with a focus on differentiated</p>	<p>Teachers</p>	<p>October 3, 2015- June 22,2016</p>	<p>Assistant Principals</p>

<p>instruction through rigorous tasks and complex texts, with a focus on engaging all students including ELL's, SWD's and students in the lowest third.</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 actual classroom instruction in comparison to what is planned using the syllabus 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>			
<p>Teachers will receive ongoing professional development focused on differentiated instruction and best practices to empower teachers with skills and resources to better instruct students with socio-emotional and English as a second language challenges.</p> <ul style="list-style-type: none"> <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>· 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>	Teachers	October 5, 2015- June 13, 2016	Assistant Principals, Department Chairpersons
<p>A School Implementation Team (SIT) inclusive of supervisors, guidance counselors, a special education teacher, a general education teacher, 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>	Teachers and Students	October 5, 2015- June 13, 2016	Principal, Assistant Principals, Counselors, Teachers, Support Team Members

<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>			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Renew School Messenger broadcast system to ensure the continuation of weekly recorded “spotlight” calls to communicate information to parents.
  
- Solicit parent volunteers for each advisory group.
  
- Partner with additional non-profits to secure classroom resources.
  
- Modify teacher schedules to include structured time for grade level meetings.
  
- Renew School Messenger broadcast system to ensure the continuation of weekly recorded “spotlight” calls to communicate information to parents.
  
- Solicit parent volunteers for each advisory group.
  
- Partner with additional non-profits to secure classroom resources.
  
- Modify teacher schedules to include structured time for department level meetings.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 34.9% of students in the lowest third of the 2012 cohort will have earned five or more credits based on STARS transcripts report.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

After review of the 2013-2014 School Quality Snapshot, the 2013-2014 School Quality Review (SQR), the 2013-2014 Learning Environment Survey, and student focus groups we identified the strengths regarding our school’s culture as follows:

- As evident by the 2013 -2014 Learning Environment Survey and our selection by the Anti-defamation League for the second consecutive year as a “No Place for Hate” school, the culture throughout our school has zero tolerance for hatred of any variety and our students feel safe. Our staff support and promote campaigns that nurture an atmosphere of teamwork, tolerance, fairness and safety.
- The 2013-2014 School Quality Snapshot reflects the fact that 84% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria. The city average is 81% and the borough average is 78%
- 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)

As evidenced by 2014-2015 OORS Suspension reports, we need to increase options for restorative practices. 44 incidents of insubordination resulted in suspensions. It is our goal to decrease the number of suspensions in this area by addressing the needs of the whole child.

As evidenced by 2014-2015 OORS Suspension reports, we need to increase options for restorative practices. 44 incidents of insubordination resulted in suspensions. It is our goal to decrease the number of suspensions in this area by addressing the needs of the whole child.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will better meet the needs of the whole child and reduce the number of suspensions due to insubordination by at least 20% from 44 to 35.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></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>Conduct weekly Success Summits to evaluate weekly and daily trends.</p> <ul style="list-style-type: none"> <li>· Success Summit attendees will meet with the principal, director of student affairs, the community coordinator and community school coordinator in order to survey progression and potential needs. The meeting will also focus on strategies to better improve attendance and school culture.</li> <li>· Saturday Academy will be designed to support language development as well as high academic achievement in math, and other core academic areas for ELLs, SWDs, and other high needs groups.</li> <li>· Jupiter grades will be used to help parents communicate around and monitor trends in student success.</li> </ul>	<p>Students</p>	<p>September 17, 2015 – June 22, 2016</p>	<p>Principal, Community school coordinator, community coordinator, director of student affairs</p>
<p>Organize and launch 2 campaigns that promote non-violence, anti-bullying, and respect for all to further advance our school culture of safety and support.</p> <ul style="list-style-type: none"> <li>· Facilitate the peer mentor program to help guide students with poor attendance towards satisfactory attendance.</li> <li>· Coordinate activities after school and on weekends so as not to interfere with the core instructional program.</li> <li>· Provide training for parents on teen pregnancy prevention, sexual health and sexuality.</li> </ul>	<p>Students</p>	<p>October 3, 2015 – June 9, 2016</p>	<p>ESL Coordinator, Teachers</p>

<p>Implement community school strategy:</p> <ul style="list-style-type: none"> <li>· Through the partnership with the CBO The Children’s Aid Society, the Community School Coordinator will implement the community school work plan crafted by the CBO, school community coordinator and the principal.</li> <li>· Work plan will be targeted at meeting the need of after school academic enrichment, community empowerment, socio-emotional needs and English as second language learner needs.</li> <li>· Extra –curricular academic enrichment and empowerment opportunities will be provided after school such as tutoring and skill/information acquisition classes in the areas of academics, health/wellness, and career and college readiness.</li> </ul>	Students, parents, staff, Community at large	October 6, 2015 – May 31, 2016	Community school coordinator, Community coordinator
<p>Modify the advisory structure to include daily contact for each student with his/her advisor.</p> <ul style="list-style-type: none"> <li>· Reduce the student lunch period from 45 minutes to 30 minutes each day to provide time for advisors to check in with students and eat lunch with students during communal lunch time.</li> <li>· Teachers will oversee lunch and learn sessions where students obtain support.</li> </ul>	Students	October 6, 2015 – June 22, 2016	Teacher

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Principal and a minimum of one Assistant principal will adjust schedules to ensure appropriate supervision for afterschool programming.</p> <ul style="list-style-type: none"> <li>• Children Aid Society will provide resources and training that support Life space Crisis Interventions.</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 all faculty would have received 2 or more training sessions on how to better support the whole child and implement restorative practices.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



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

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 too few of our students earned a 65% or higher on an Algebra Regents exam during the 2014-2015 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 5% points.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<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>· 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> <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> </ul>	<p>•Teachers, Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Advisory Teams</p>
<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>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Department Chairpersons</p>

<ul style="list-style-type: none"> <li>· A structure will be in place to ensure that teachers can meet twice per month to discuss students’ academic and personal behaviors in relation to achievement across content areas.</li> <li>· Departments will school wide baseline assessments during their common meeting time and develop data driven action plans that address the diverse needs of students with disabilities, English language learners, and other high-need student subgroups.</li> </ul> <p>Department Chairpersons, the Principal, and the College Counselor, will craft common expectations for homework across the Mathematics department.</p>			
<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>· 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> </ul>	<p>Teachers, Parents, Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Department Chairpersons</p>
<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 through mandatory tutorial programs and opportunities during Saturday Academy and January Regents week.</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> </ul>	<p>Teachers, Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Department Chairpersons, guidance Counselors, Tiered Intervention Planning team</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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.
- Continue to adjust 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, and specialized consultants for professional development focusing on differentiated instruction.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Superintendent’s feedback from the 2014-2015 Principal’s Performance Observation (PPO), the 2013-2014 School Quality review, and common practices, we identified the following effective leadership practices:

- “The principal continues to make strategic organizational decisions to support the schools instructional goals.” (2014-2015 PPO)
- “The principal has created systems and has a process in place to regularly evaluate and adjust the quality of school level decisions through rubrics for evaluating curriculum, town hall, student government and advisory meetings for tone and culture, and surveys for team meetings.” (2014-2015 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 continue to 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**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all non-classroom based faculty such as assistant principals, safety team members, community coordinator, and community associates 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**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<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 parent involvement.</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> </ul>	<p>Non-classroom based faculty</p>	<p>9/9/15 – 6/22/16</p>	<p>Principal</p>
<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> </ul>	<p>Faculty</p>	<p>9/9/15 – 6/22/16</p>	<p>Principal</p>

<ul style="list-style-type: none"> <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> </ul>			
<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 readily and as requested. 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.</li> </ul>	Principal	9/9/15 – 6/22/16	Business Manager, Principal
<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 monthly basis to ensure coherency regarding the mission and vision of the school.</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> </ul>	Principal and Assistant Principals	9/9/15 – 6/22/16	Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• Jupiter Grades discussion groups will be enhanced.</li> <li>• Non-Classroom based faculty to take on leadership roles providing the principal with increased opportunities to provide professional development and training.</li> </ul>										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
--	-----	--	--------------------------------	--	---------	--	------------	--	---------	--	-------

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 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 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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)
- As a community school partnered with the Children’s Aid Society BCC Prep will continue to provide resources that strengthen opportunities for elevated student outcomes and
- 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 2013-2014 school year and the 2014-2015 school year increased. However, when comparing this year’s attendance to that of our 6 year high, of 87.24 in 2009 we continue to be challenged by decreased participation rates.

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

- Continue to leverage our partnership with the Children’s Aid Society to bring more resources to the parents and enhance our community presence

- 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**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will utilize their partnership with the CBO Children’s Aid Society to bring additional resources to the school in order to increase the average attendance rates of all students from 79% to 81%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Engage the school leadership team and parent members to solicit feedback for continued growth as a community school.</p> <p>· 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.</p>	<p>Students, Parents</p>	<p>September 9, 2015 – June 22, 2016</p>	<p>Community School Coordinator, SLT, Student Government, Community Coordinator</p>

<ul style="list-style-type: none"> <li>· Design and implemented programs based upon a careful assessment of the needs of all parents/guardians, with English Language learners needs in mind.</li> <li>· Faculty will systematically reach out to parents during Tuesday extended parent outreach and other digital messages to communicate college-ready expectations both over the phone and in jupiter grades.</li> </ul>			
<p>The SLT in consultation with parents and students will explore the current community school work plan to create potential additional support opportunities and improve school culture.</p> <ul style="list-style-type: none"> <li>· Design and implemented programs based upon a careful assessment of the needs of all parents/guardians, with English Language learners needs in mind.</li> </ul>	Students	September 9, 2015 – June 22, 2016	Community School Coordinator, ELL Coordinator, Community Coordinator
<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>	Students, Teachers, Parents	October 2, 2015 – February 3, 2016	Community School Coordinator, Community Coordinator, parents
<p>Develop an innovative instructional program that engages students and helps to increase student participation during the regular school day.</p>			

· Work with Children’s Aid Society full time Community School Coordinator to develop program options for students that include both extra-curricular activities and academic supports.

· Encourage and support parents to participate as a decision making body by utilizing Advisory Delegates for fundraising and school strengthening campaigns such as No Place for Hate initiatives, family day planning and the like.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Approved annual Community School work plan budget
- Parent volunteers as Advisory Delegates

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 overall attendance percentage will increase by a collective 2% points from 79% to 81%.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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>	Level 1 on Grade 8 ELA exam or recommendation by parent, teacher, student, or advisor; OR a score of 74% or less on the Common Core English Regents Exam	Students will be programmed for an additional literacy period, separate from the NYS required ELA course.  And/or  Special Education Teacher Support Services	Small group, tutoring, modification of instructional program.	During the school day and Saturday Academy.
<b>Mathematics</b>	Level 1 on Grade 8 Math exam or recommendation by parent, teacher, student, or advisor; OR a score of 79% or less on either the Common Core Algebra Regents Exam	Students will be programmed for a 2 year Algebra cycle or problem solving course.  And/or  Special Education Teacher Support Services	Small group, tutoring, modification of instructional program.	During the school day and Saturday Academy.
<b>Science</b>	Level 1 on Grade 8 ELA exam or recommendation by parent, teacher, student, or advisor; OR a score of 64% or less on the Living Environment Regents Exam	Students will be programmed for 2 year cycle of Living Environment with a focus on application and analysis  And/or  Special Education Teacher Support Services	Small group, tutoring	During the school day and Saturday Academy.
<b>Social Studies</b>	Level 1 on Grade 8 ELA exam or recommendation by	US History Workshop capped at 20 students per class that provides	Small group, tutoring	During the school day and Saturday Academy.

	parent, teacher, student, or advisor	innovative instructional strategies including blended learning supports.  And/or  PM School small group intensive for Global Studies, capped at 20 students		
<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	At Risk Counseling Sessions, PM school Program	Small group instruction	During the school day and Saturday Academy

## 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<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.
<ol style="list-style-type: none"> <li>1. Existing staff members are made aware of vacancies and assist in the recruitment of new staff.</li> <li>2. New teachers receive the support of an additional year of mentoring.</li> <li>3. Teachers set goals based on improving effectiveness and reflect on those goals throughout the year.</li> <li>4. Principal and Assistant Principals provide clear and specific feedback to assist teachers in improving instructional practices.</li> <li>5. 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> </ol>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> <li>1. Teachers will drive professional development activities via consultation with Department Chairpersons, and Administration.</li> <li>2. Teachers will reflect on practice and share reflections when meeting with a supervisor to gage growth.</li> <li>3. Teachers will engage in inter-visitations and receive feedback based on the Danielson rubric of teacher practice from one or more peers.</li> <li>4. The Principal will set aside observation or "coaching" days specifically to monitor and provide feedback on teacher practice.</li> </ol>

5. 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.
6. Using ADVANCE, the Principal will keep track of the feedback and next steps for each teacher.
7. Teachers will reflect on feedback and improve practices.

**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 design assessments from the Regents and based on school-wide students' baseline assessments. Administrators review assessments with department chairs at team meetings to either approve or reject assessments based on in-house criteria and current curriculum.

**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, 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 '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	258,432.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,731,318.00	X	

**<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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 Community 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 Community Coordinator or dedicated staff member 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, but not limited to Family Day, Career day, Winter Talent Show, FASFA night and financial literacy workshops.
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Association, and Title I Parent Committee;

- Establishing a Parent Resource Area equipped with Parent suggestion box
- Providing translation services for parent teacher conferences, IEP meetings and intake families
- 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 translation 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 and/or other school staff members;
- arranging opportunities for parents to receive training to volunteer and participate in their teenager'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, internet based text messaging 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 teenager's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my teenager arrives to school on time as well as follow the appropriate procedures to inform the school when my teenager is absent;
- ensure that my teenager comes to school rested by setting a schedule for sleep time based on the needs of my teenager and his/her age;
- check and assist my teenager in completing homework tasks, when necessary;
- read to and with my teenager and/or discuss what my teenager is reading each day (for a minimum of 15 minutes);
- Regulate limits to the amount of time my teenager 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;
- Require my teenager to follow school rules and regulations and discuss this Compact with my teenager;
- volunteer in my teenager's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my teenager's education;
- communicate with my teenager'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 timely 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 teenager;

**Student Responsibilities:**

- Adhere to the Standards of Professionalism
- Uphold the school's core values
- Attend school regularly and arrive on time;
- Complete homework and submit all assignments on time;
- Follow all school rules and be responsible for my actions;
- Show respect for myself, others, school property and the property of others;
- Make efforts to resolve disagreements or conflicts peacefully with or without school staff assistance;
- Always put forth my best effort to learn.

**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: <u>Bronx Career &amp; College Prep.</u>	DBN: <u>12X479</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: _____

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ 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

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

**Part D: Parental Engagement Activities**

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)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

## Part I: School ELL Profile

### A. School Information

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>479</b>
School Name <b>Bronx Career &amp; College Preparatory</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>J. Baly</b>	Assistant Principal <b>Pamela Lee</b>
Coach <b>type here</b>	Coach <b>Cedric Hawkins</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Robert Gulya</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Stacey Farber</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	336	Total number of ELLs	55	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	55	<b>Newcomers</b> (ELLs receiving service 0-3 years)	23	<b>ELL Students with Disabilities</b>	17
<b>SIFE</b>	7	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (ELLs receiving service 7 or more years)	17

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	23	4	2	15	3	5	17	0	10	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										21	20	6	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			0
Haitian														0
French										2	1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										2	4	0	1	0
<b>Emerging</b> (Low Intermediate)										3	2	2	1	0
<b>Transitioning</b> (High Intermediate)										1	3	1	1	0
<b>Expanding</b> (Advanced)										8	4	1		0
<b>Commanding</b> (Proficient)											2	4	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											2	4	1	0

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					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 During the course of the school year, periodic assessments are administered to provide teachers with up-to-date information about each student's progress in regards to modalities and skills. Teachers use this information to target instructional needs to the learning needs of the individual child. ELL students take the Scantron Performance Series in both literacy and mathematics. Administrators, ELL teachers and classroom teaches have access to these assessments and use them to inform instruction and scheduling. Data from the initial assessment suggests that ELL students are concentrated at the far end of the curve. In order to ensure that ELLs are receiving appropriate instruction, students are grouped within ICT courses to ensure they are receiving the appropriate support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Based on the data patterns of the proficiency levels on the NYSITELL and NYSESLAT it is clear that ELL population at Bronx Career and College Preparatory High School is predominately expanding. Of the 54 total ELL's enrolled at BCCPrep, 24 are classified as expanding. These students, along with the transitioning ELLs score consistently lower on the reading and writing tasks than on the listening and speaking modalities. Although on the 2015 administration of the NYSESLAT many emerging students scored lower on the listening and speaking modalities, presumably due to the new rigor added by the alignment to the common core standards. Teachers use this information to guide curricular choices and daily lesson planning.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The data reveals that ELL students at BCCPrep fall predominately into the expanding category with 24 out of 54 ELLs being identified as expanding based on the NYSESLAT results from 2014-2015. Students across all classifications score lowest in the reading and writing modalities and do well in speaking portions of the NYSESLAT. Teachers use this information to target ELLs and support their learning.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - 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 home language used?

Our school has a stand-alone ESL program with 100% of the instruction presented in English with native language support as well as integrated ENL instruction within the ELA classrooms. The enrollment of students is dependent on the student's proficiency level as required by CR Part 154.2 and the supports deemed necessary for student success.

A) Some ELLs receive translated booklets on the New York State Exams in Science and Math. The results suggest a mild correlation between translated exams and higher test scores.

B) ELLs needs are communicated regularly to classroom teachers through content common planning periods and weekly 'check-ins' during grade team meetings. ELL teachers analyze the data for patterns or areas of concern and students who are not testing well are targeted across all content areas and progress is monitored by ELL teachers.

C) Periodic assessments show that all ELL students struggle with reading and writing. To encourage progress, ELL students are engaged in independent reading programs and receive additional supports for structuring written responses using academic language. Native language supports are offered to students in all content areas through content specific glossaries and targeted vocabulary strategies and instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RII Guide for Teachers of ELLs*.]

Our school uses Scantron Performance Series as a periodic assessment of student progress in Math and ELA as well as individual curriculum based assessments in Social Studies and Science. Grade teams and content teams use this data to determine student needs that informs and influences classroom resources and support.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Our school administers interim assessments on a quarterly basis. The assessments are created to assess progress and skill level in both languages. The data from the assessments is analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Success of ELL programs is measured by student performance in Periodic Assessments and the meeting of AYP in both native and second languages, in yearly advancement across language proficiency levels as per NYSESLAT scores, and ELL outcomes as indicated in our Annual Progress Report.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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

- Pupil Accounting notifies the ESL teacher when there is a newly admitted student.
- The ESL teacher or designated pedagogogue conducts an informal oral interview with both the parent and the student as part of the HLS.
- The HLS is reviewed by the ESL pedagogogue and the student is either declared eligible for testing or English proficient.
- If the student is eligible for testing, we administer the NYSITELL. This is administered by a NYC TESOL certified teacher. The Spanish LAB is administered by one of the pedagogogues who are Spanish-fluent if the incoming student's initial NYSITELL scores fall within the cut score that determines eligibility for the Spanish LAB.
- 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.
- Entitlement or Non-Entitlement letters are sent out accordingly within 10 days of the student's admission.

All students who are eligible for ESL services are reevaluated annually in the Spring using the New York State English and a Second Language Assessment Test (NYSESLAT). Their eligibility is confirmed by the RLER ATS report.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
During the intake process, an informal interview utilizing the SIFE Questionnaire is used to develop a better understanding of all Newcomer ELL students or potential SIFE. This allows for a better understanding of the student's literacy and language. If the trained pedagogue administerin the informal interview suspects there may be a gap in the student's formal education they will recommend that the student take the LENS to determine the student's literacy and math skills. This is conducted within the first 15 days to ensure that students who may be SIFE are offered the support necessary for student success. During the first month, the ELL Corrdinator monitors the student's progress and reviews work samples provided by content teachers to ensure the students possess the student skills necessary to succeed in their current placement. If it is determined by the informal interview, LENS or student work samples that the student has gaps in literacy or math instruction, they will be programmed into the stand-alone SIFE course to receive support in academic classes and to support their language, literacy, academic, socio-cultural and emotional needs.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
As part of the intake process, all new admissions to our school meet with a member of the Specialized Instruction Team along with their parents to determine if there are any needs relating to IEPs. The SIT team works together with parent, ELL coordinator, administrators and guidance staff to ensure that students receive the supports they are entitled to based on their previous IEP documentation. Parents are provided with all documentation in their prepered home langague and interpreters are available to assist in clear and effective communication.  
After the LPT meets to review all pertinent information regarding the student, they will notify the parent, in their prepered home langauge of their findings and reccomendations. Within a 20 day window, parents may accept or reject these reccomendations. The LPT will reconvene if the parent rejects the proposal for services to determine the next steps to take in supporting the new admission. During this time, the student will be placed into the ELL instruction program of their choice, DL, TBE or ESL based on the results of the NYSITELL and Spanish-LAB (if applicable).
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
It is the responsibility of the ESL teacher to send Entitlement letters to parents within 10 days of enrolment. To ensure that entitlement letters are distributed, each bilingual teacher and each ESL provider hand delivers the multilingual letters to the participating students on the first day of program participation to take home to parents. Copies of the letters are retained in the student's ELL file by the ELL coordinator.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents who believe their student may have been misidentified as an ELL or non-ELL can request that the identification process be administered a second time within the 45 day period after receipt of the entitlement or non-entitlement letter. Parents are informed of this option as part of the entitlement letter sent home.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
At the end of August, during the orientation session for new admits the ESL Coordinator conducts a group orientation session during the day and in the evening on a pre-selected date during the month of September/October. Flyers are mailed and calls are made to the home to notify parents as to date and topics that will be addressed at these meetings in the parents' prepered langauge. During these orientation meetings, parents view the Orientaion Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual language or Free Standing ESL Program. For parents who are not able to attend the group parent orintation session, the ESL Coordinator provides one-on-one orientation sessions with students and parents where concerns and further explanations as to the content of the video are provided. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to op-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the placement center. Parents are made aware that when our school meets the numbers needed to establish a Bilingual Program, that they will be notified.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents are encouraged to take the time necessary to ensure they are comfortable with the program selection for their child. In the majority of cases, parents ask questions and make a decision during the partent orientation meeting. In the event that parents desire additional time to cosider their options they are provided with a phone number for the ELL coordinator for any follow up questions and additional print material with information about the program options available for their student in the parent's prepered

language. If the forms are not returned after 3 days, the ELL coordinator reaches out via a telephone call to request that the forms be returned and ensure that the parent does not require additional information about programming. If that is unsuccessful, a letter is sent via the student to their parent requesting the return of the necessary forms. In the event this is unsuccessful, the student will remain in the schools ESL program and the ELL coordinator will initiate efforts to transfer the student to a nearby TBE program which is the default program for students without a parent selected program. An additional letter outlining these actions will be mailed home and a telephone call made to make the parent aware of these actions in the preferred language of the parents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Copies of the parent survey and program selection forms are maintained by the ELL coordinator as part of the student files. They are reviewed annually to ensure that all necessary documentation is present. These forms are provided to parents in their preferred home language.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ELL coordinator mails placement letters home immediately upon receiving parent selection forms. They may also send a copy home with the student in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ELL documents are kept in both the student's permanent file and a separate file kept by the ELL coordinator in the ELL coordinator's office.
11. 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 RLER ATS report is reviewed to verify that all NYSESLAT eligible ELLs are identified. Letters are sent to the parent/guardian at the home address of record, in English and in the student's home language, informing them of the dates in which the test will be administered. The administration of the different components of the NYSESLAT are adhered to as outlined in the NYSESLAT State administration memorandum. After the scheduled administration of the test, the ESL teacher, ESL coordinator and/or Attendance teacher contacts the student and/or parent and makes every effort to ensure that all ELL students are administered all four components of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
At the end of August, student entitlement is determined based on results of the Spring administration of the NYSESLAT and continued entitlement letters or transitional support letters are mailed to student's parent/guardian in the preferred home language. The ELL coordinator is responsible for the formation and distribution of these letters. These letters are also discussed at the annual meeting between parents/guardians and the ELL coordinator and NYSESLAT results analyzed in depth to ensure that the program continues to meet the expectations of the parent/guardian and the needs of the student.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The parents have attended either the Parent Orientation Meeting or are provided with a one-on-one orientation at the time of Registration. All have filled out the Parent Survey and Program Selection Form have requested the enrollment of their student in the Free Standing ESL Program. Parents who were unable to attend the orientation meeting are mailed the Parent Survey and Program Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request that they return the form within 5 days to the ESL Coordinator indicating their choice of program. Trends in parent's choice indicate that 99.9% prefer the Free Standing Self Contained ESL Program. The ESL Free Standing program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
The freestanding ENL program at our school is heterogeneous, when possible students travel in a gradeband blocks to core content classes. The Freestanding ENL program at our school emphasises skills which are differentiated for each proficiency level.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
In the freestanding ENL model, students are grouped heterogeneously by proficiency level. Entering and Emerging ELLs are provided with 5, 45 minute periods of freestanding ENL instruction focused on skill development. In addition these students receive 5 periods a week of integrated ENL in their core content ELA classes. This exceeds the 540 minutes required for entering and 360 minutes required for emerging mandated by CR Part 154-2. Transitioning and expanding ELLs receive a combination of freestanding ENL and integrated ENL in their ELA classes. On average these students receive 3, 45 min. periods of freestanding ENL services and 5 periods of integrated ENL instruction.
3. Describe how core content is delivered in each program model. 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.  
Students receiving Free-standing ENL classes focus on acquiring listening, speaking, reading and writing strategies to aid in ELD. These classes also provide much needed vocabulary support in core content academic language. The integrated ENL classes provide additional support around core content academic skills and languages. The focus of these classes is preparation for the ELA regents exam including argumentative writing, reading comprehension, vocabulary acquisition and accountable talk. ESL certified pedagogues provide scaffolded supports to help transitioning, expanding and commanding students access the complex language and demands of the Common Core Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Newcomers who fall below the cut score on the NYSITELL and who are Spanish dominant are assessed using the Spanish LAB exam. This exam tests students literacy and numeracy in their native language. This provides staff with a clear picture of the student's capabilities in both L1 and L2. Throughout the year, both informal and formal assessments are conducted to ensure that students are continuing to develop literacy skills in L1 and L2. Native language support and instruction is utilized to help ELL students develop this academic language in their first language, facilitating the acquisition of academic language in their second language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
All identified ELLs will be administered the NYSESLAT, each spring. ELL Coordinator will generate and review the RLER to ensure that all eligible students are administered the NYSESLAT. Parents will receive written notification of the NYSESLAT testing period. ELL Coordinator will create class rosters listing all students eligible to take the NYSESLAT exam. Rosters will include a checklist where test administrators will record each NYSESLAT language modality assessed, ensuring that all eligible students have been assessed in each of the four required modalities. During the NYSESLAT exam period, test administrators will review NYSESLAT logs identifying any students who have not completed all four parts of the NYSESLAT and administer these sections, within the required testing period. During administration of the NYSESLAT, the Speaking subtest will be administered individually and in a separate location. Listening, Reading, and Writing subtests will be administered to students as a group. Make-up test dates will be dates remaining in the primary testing period. English language learners with disabilities will be provided with testing accommodations, as mandated by IEPs and 504 Plans. ELL Coordinator will also utilize the REXH and RNMR reports to determine student proficiency levels, develop instructional groups, and ensure that all ELL students are provided with mandated units of ESL instruction. In addition to the annual NYSESLAT assessments informal assessments are conducted within the school year in the freestanding ENL classes for Entering, Emerging and Transitioning students. Expanding and Commanding students are assessed through performance on classroom tasks [ex. socratic seminars, written essays] All students take a periodic assessment 2X a year for literacy and math. Our school utilizes Performance series.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer

- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Based on CR 154, ELL subgroups receive the appropriate amount of support necessary for each student to achieve success in the rigorous CCLSs. SIFE students are identified using a detailed questionnaire. These students receive above the mandated minutes of service to expedite their acquisition of student skills and literacy skills necessary to function within the general education classrooms. In a freestanding ENL class, SIFE students use the BRDIGES curriculum designed to expedite the acquisition of academic vocabulary and skills. Newcomer students receive modified materials that decrease the language burden and assess the CCLS that matches the majority of the class in core content areas. Their progress is closely monitored by the ELL coordinator. Developing ELLs, receiving 3-7 years of service also receive above the mandated minutes required by CR 154. These supports are put in place through a combination of integrated instruction within their ELA classes and freestanding ENL where necessary. Long term ELLs are placed in freestanding ENL classes that focus on literacy in both L1 and L2 to help close the gap. They also receive integrated ENL in their ELA classes. Former ELLs receive support from ENL teachers in their ENL classes for up to two years after exiting the ELL program. All groups of ELLs and Former ELLs receive extended time and use of a glossary on all state and local exams and read aloud for core content area local exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Parents who believe their student may have been misidentified as an ELL or non-ELL can request that the identification process be administered a second time within the 45 day period after receipt of the entitlement or non-entitlement letter. Parents are informed of this option as part of the entitlement letter sent home. If within the 45 day window, the ENL coordinator conducts the exams a second time and finds that the students are not qualified for ENL services, the ENL coordinator will notify parents using the same entitlement letter, explaining clearly the results of the assessment and allowing for parents to ask any questions they may have with a translator present if necessary. Although the student may not receive ENL services formally, the student will be scheduled in general education classes with an ENL cohort to ensure that assistance is available to them if needed. The ENL coordinator also monitors the student's progress through teacher reports, journal grades and student interviews to determine if the student's academic progress has been adversely affected by the re-identification. This continues for a full academic year. These students will also complete the twice yearly periodic assessment to provide formal data regarding their achievement and academic progress.

8. 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?

Teachers of ELL-SWDs provide differentiated instruction based on the student's IEP or 504. Students receive native language support and materials to aid in comprehension. When applicable, based on the student's IEP or 504 Plan, students at our school may receive an alternate placement paraprofessional to deliver content in L1 until the time when our school begins to offer a bilingual program. Technology is an important part of instruction for ELL-SWDs. Students have access to a variety of online resources through laptops that may be signed out by the student for use in core content classes. Students use this technology to translate blocks of text for comprehension or access supplemental information. Also available for students are electronic glossary/dictionaries. ELL staff meet regularly with the Special Instruction Team to determine best practices for ELL-SWDs.

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

When determining the best placement for ELL-SWDs, the LAT meets with the SIT team to discuss the student's needs based on their IEP or 504 Plan. ELL-SWDs are scheduled in ICT classes when applicable based on their IEP or 504 Plan. These students also receive support toward their goals through the transition phase of acquisition in stand-alone ENL classes. ELL staff meet regularly with the Special Instruction Team to determine best practices for ELL-SWDs and assess progress toward IEP goals.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

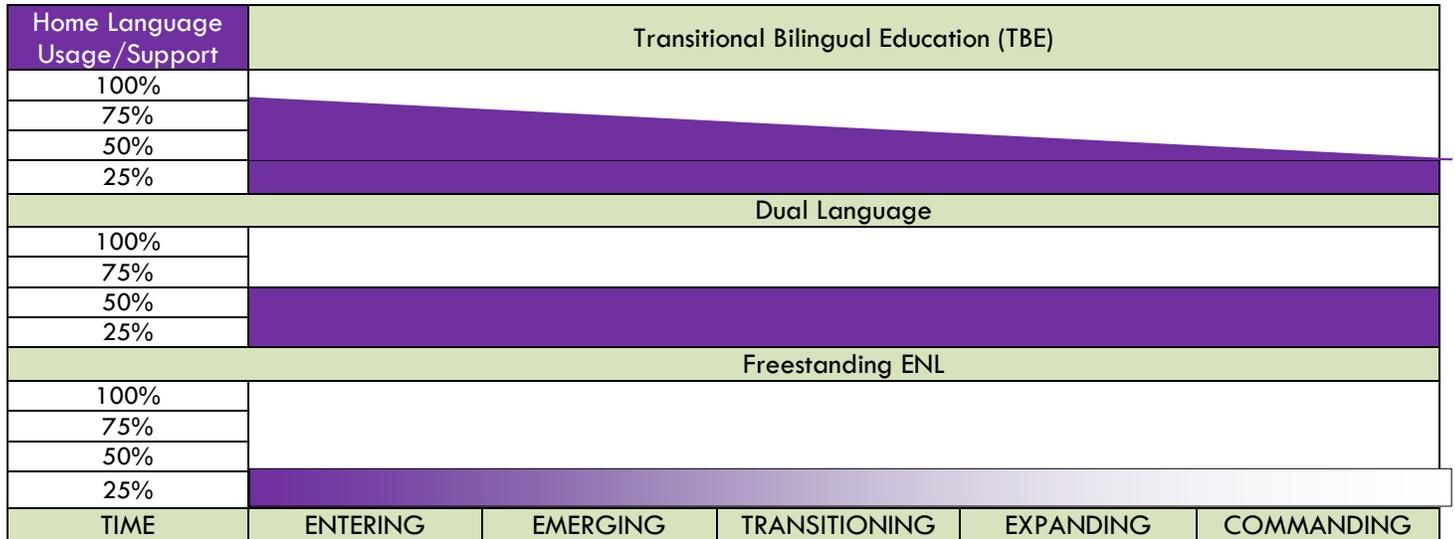


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
ELA: Students are placed in ICT classes and receive integrated ENL support in ELA. Students who are determined by the teaching team to require additional supports are targeted using research-based approaches. SIFE students also receive supplemental literacy based instruction parallel to the ELA courses in a standalone ENL class.  
Math: Students who struggle with math may be placed in a math class where the instructor is bilingual and able to offer additional native language support.  
History: Students who struggle in History may be placed in a History class where the instructor is bilingual and able to offer additional native language support. SIFE students and newcomers also receive supplemental history instruction that is literacy based and is taught parallel to the history courses in a standalone ENL class.  
Overall interventions include Saturday Academy for regents preparations and small group instruction. This is mandated for all students falling below an overall grade of 70% in any given core content course. Our school uses RTI for students who require interventions. This tiered system allows students to receive the support they require without the interventions being too intrusive.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
ELLs in all subgroups receive a combination of standalone ENL and integrated ENL instruction. This program is meeting the needs of our ELL population in both content and LD through intentional, differentiated instruction in small settings. Students focus on developing skills that are used across all content areas to aid in language development and content acquisition. Appropriate instructional interventions are in place to aid struggling students in both content and LD.
12. What new programs or improvements will be considered for the upcoming school year?  
Additional supports have been implemented this year in ELA classes which are co-taught by ENL certified pedagogues. Also Saturday Academy has been put in place for all students who receive an overall grade lower than 70%. Should the school reach the threshold necessary for the creation of a bilingual program one will be initiated.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs have equal access to all school programs. Notices for clubs and sports are provided in both English and Spanish. Permission slips for school trips are also provided in both L1 and L2. Our school offers a variety of sports and clubs including cooking club, music engineering, chess, dance, soccer, baseball, basketball and volleyball.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
ELLs have access to laptops that may be signed out daily to provide access to translation support and supplemental materials to aid in comprehension. ELA courses provide visual, bilingual glossaries of key terms with each text. Powerpoint and interactive eboards are in every classroom and provide much needed visual context for all ELLs, especially newcomers and emerging ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
As per the tenants of ESL programming, instruction in ESL programs is delivered in English. However, students are still given support in their native language via various resources. Our ESL classes have also received many resources to support them in native language instruction, including native language student resources in the predominant languages of the school. Teachers have access to student books and dictionaries written in these languages. Teachers also make use of technology to support students in their native language; for example, Imagine Learning has native language components to support students. Many teachers also make use of translation services to help translate certain activities into the students' native language as a scaffold. Further, ESL classes are generally offer targeted native language scaffolds within their content area programming.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Student transcripts are reviewed by guidance staff to determine the needs of the ELL students regarding scheduling and services. Students are placed in classes based on this need and their current grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Our school assists newly enrolled ELL students before the beginning of the school year by providing them and their families with welcome kits in their home languages, providing them with bilingual dictionaries, lists of useful websites: google translate, K12.org, etc.
19. What language electives are offered to ELLs?  
Our school offers Spanish and Italian I and II.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
ELL staff will continue to attend DOE run PD sessions surrounding complex text and common core standards for ELL students and turnkey this information with other staff that works with the ELL population at our school.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Paste response to question here:

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ESL staff work in tandem with the SIT team to meet with ELL-SWDs parents during their regularly scheduled IEP meetings to discuss results from the NYSESLAT with translation services available during that time. For ELLs without disabilities the ELL coordinator sends annual invitations to parents to meet and discuss goals of their student's current program, LD progress, assessment results from periodic assessments and the Spring NYSESLAT as well as student progress in content areas. In the event bilingual staff are unavailable to translate for the meetings, the NYC DOE translation unit will be contacted and translate over the phone.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents can participate in the Parent's Association meetings which offer translation for every meeting and event. They are also included in parent teacher night, curriculum night and other yearly activities held at the school. Our school also utilizes JupiterGrades to communicate up to the minute attendance and grade reports to keep parents informed of their student's performance. These reports are generated in the preferred language of the parent and parents are able to communicate with staff through this system as well.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with the Children's Aid Society to offer several workshops including personal finance and nutrition. These meetings offer translation in the dominant language of the school (Spanish).

5. How do you evaluate the needs of the parents?

The DOE provides the school survey in the parents' home language. Also we translate all major forms that the school uses into major languages (Spanish, French). Some examples of the forms include: Extended Day form, Permission Slips, report cards and parent surveys.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

### D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12x479**

School Name: **Bronx Career and College Prep. H.S.**  
Superintendent: **Elaine Lindsey**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Students are provided with the home language survey during our school's intake process and the emergency contact information is completed. Parents are then interviewed by the ESL teacher and pupil accountant secretary, when English is not the first language in the home.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred language of communication based on ATS, emergency cards and the home language survey for both written and oral are English and Spanish.

### Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that will be distributed this school year that require translation are: calendars, parent-teacher conference information, chancellor's regulation, state and school-wide testing, after-school enrichment ,behavioral and academic weekly updates and parent-involvement opportunities.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Meetings that will occur throughout the school year consist of parent-teacher conferences both mandated and on a daily bases depending on the need of the students. These meetings maybe academic, behavioral, or IEP related.

### **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services will be conducted by identified staff memebers. Phone messages are translated in both English and spanish.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Translation and Interpretation Unit does not assist with the nature of our needs, therefore we have identified staff members and systems to provide translation.

### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

**Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

**Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

During parent teacher conference, parents will be given in-house survey needs assessment.