

I. EXECUTIVE SUMMARY

Name of Proposed School:	Boricua College Charter High School for Young
Location:	890 Washington Avenue / Bronx, New York 10451 (NYC Geographic District #7)
Anticipated Opening Date:	September 2012
Charter Management Organization:	None
School Partner:	Boricua College
Student Population/Grades:	Opening with 125 male students in 9th grade and growing to include 200 male students in 9th -12th grades; the majority of whom will be ELLs
Lead Applicant:	Gary J Aguayo
Proposed Board of Trustees:	

Program Overview: The proposed Boricua College Charter High School for Young Men would open with 125 9th grade male students and will grow within its fifth year of being chartered to serve a population of 200 students in grades 9 through 12. We will actively seek to enroll students who are either English Language Learners (ELL) or Limited English Proficiency (LEP), a population that has been served by our partner organization – Boricua College.

The mission of Boricua College Charter High School for Young Men is to prepare young men to graduate and be prepared to succeed in college and lifelong learning; as thoughtful, caring and informed citizens who will become community leaders.

In order to realize the mission the founding team envisions a rigorous school program based on Benjamin Bloom's Taxonomy (*Taxonomy of Educational Objectives: The Classification of Educational Goals*) that will focus on developing three domains (cognitive, affective and psycho-motoric skills), thereby creating a holistic and humanistic education . Training of exemplar ethical and moral behavior will be provided by teachers/facilitators as role models at the school.

The rationale for an all male school is grounded in research which shows that the borough of the Bronx has the highest male student dropout rate in New York City. Furthermore, young urban males are currently the societal group least likely to succeed. Notwithstanding, males have a higher incidence of attention deficit disorder, and do less well in school than their female counterparts. The rationale for using Bloom's Taxonomy is based on the 36 years of experience that Boricua College has accumulated as a result of providing education to Puerto Ricans and other Spanish speaking students. While androgyny and pedagogy are different; the founding group firmly believe that a holistic approach one that pays attention to developing cognitive, affective and psycho-motoric skills; while taking into account culture will increase acquisition of knowledge and increase test scores on NYS State Standardized (Regents) and National Tests (SAT, ACT) of our target population – Young at risk men, many of whom are ELLs or LEPs. In other words, the founders (composed of Boricua College Board of Trustees as well as Teachers, parents and community members) many of whom are familiar with Boricua College method of instruction and have had experience overseeing other non-profits, believe that the Boricua College model, that incorporates cognitive (through the use of modules that concentrate on each of the specific categories (skills): Knowledge (Specifics, Ways and Means of Dealing with Specifics, universals and Abstractions); Comprehension (Translation, Interpretation, Extrapolation); Application; Analysis (Of Elements, Of Relationships, and of Organizational

Principles); Synthesis (Production of Unique Communication, Production of a Plan or Set of Operations, Derivations of Abstract Relations) and Evaluation (Judgment in Terms of Internal and External Criteria) could be transferred and used with high school students will cause students to satisfy the short term objectives of increases in course grades and state and national test scores and fulfilling our goal of graduating students with a Regents endorsed diploma and the ability of students to enter college without having to take remedial courses.

The founding group believes that while much attention has been paid to chartering schools for primary education, which is definitely much needed, there is a need to Charter a high school for young Hispanic males; that has received little attention. This is especially true of new immigrants coming from Dominican Republic, Mexico and South America (largest influx of immigrants coming into New York and specifically the Bronx); as well as families coming from the Commonwealth of Puerto Rico.

Some of the key design elements of Boricua College Charter School for Young Men include:

- The school partnering with Boricua College, who has had a track record of thirty-seven years of providing education to Hispanics and other individuals of color, including ELLs and LEPs
- Extended school day (9:00 am to 5:30 pm) and Year with 205 instructional days;
- Possible Career Interest Courses;
- Weekly common planning time for English Language Arts (ELA) and mathematics teachers;
- Curriculum includes dual period of English daily along with instruction in mathematics, social studies, science, music, physical education, computers and Spanish;
- Integration of the Affective, Cognitive and Psycho-motoric Skills into a Plan of Instruction that allows for a holistic and humanistic education
- Emphasis on building a school culture of achievement and excellence that values high expectations for its students;
- Emphasis on ethical and moral behavior;
- Culture developed for young men built on positive role models;
- Weekly Individualized Instruction, whereby one student meets with a facilitator to discuss skills / competencies and work produced;
- Student contract whereby students with the assistance of the facilitator/teacher set their goals and objectives for each academic semester;
- Dress code, school uniforms, will be implemented.

In addition the school will have two assistant principal dedicated to supporting instruction; an assistant principal will chair the professional development developed during the summer and Saturdays.

The applicant intends to lease two floors from Boricua College, partner institution, Bronx campus located at 890 Washington Avenue / Bronx NY 10451 starting July 2012. The facility is a new state of the art building that was opened September 2010. Besides classrooms and office space the facility includes two computer labs, two science labs, a library, a 300 seat theatre and a physical development room. The rental fee includes the use of the above-mentioned and has been included in developing the proposed school's budget.

II. STUDENT POPULATION

A. Student Enrollment

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K					
1st					
2nd					
3rd					
4th					
5th					
6th					
7th					
8th					
9th	125	30	33	35	77
10th	-	120	27	30	33
11th	-	-	115	25	28
12th	-	-	-	110	62
Ungraded	-	-	-	-	-
Totals	125	150	175	175	200

B. Target Populations

As per New York State Education Department Data obtained from <http://www.emsc.nysed.gov/psc/startcharter.html>, during the 2008-09 AY the overwhelming majority of students in our target district, New York City Geographic District #7 (Bronx), 89.6% qualify for Free or Reduced price Lunch. Other noteworthy data includes the fact that Total Enrollment (K-12) stands at 18,550 and of these 17.4% are either ELL or LEP and 18.3% of total enrollment are Special Education.

American Community Survey, 2005-2009, in the county of the Bronx educational attainment of individuals 25 and over is very low in comparison to the rest of the US. With 15.1% of the population (128,052) have less than a ninth grade education and another 16.2% (136,820) have only attended school between grades 9 through 12. This is in stark contrast to the figures for the US, whereby only 6.4% of the population has less than a ninth grade education and only 9.1% have only attended school between grades 9 through 12.

Now in the case of individuals who are foreign born in the county of the Bronx it figures at 31.4% only 12.4% in the entire US. In the case of individuals born in Puerto Rico and US territories the percentages for the Bronx are 8.7% of the population and only 1.3% for the US as a whole. Accordingly, 55.1% spoke a language other than English at home while nationally only 19.6% of the US population spoke a language other than English at home. In the case of language Attainment, in the county of the Bronx, of English speakers only 24.6% (312,731) stated that they spoke English less than “very well”; only 8.6% stated the same nationally. In the case of individuals speaking a language other than English at home 45.1% (572,610) of the Bronx Population did so; while nationally only 12.1% of the US population speaks a language other than English at home. Spanish speakers, in the Bronx, 20.2% (256,558) identified themselves as speaking English “very well” while nationally this percentage is 5.7%. Furthermore, New York City Geographic District # 7, is ranked #631 of the 640 NY School districts, had a grades 9-12 dropout rate of 6% in 2008. The national grades 9-12 dropout rate in 2007 was 4.4%. In New York City Geographic District # 7, 24% of students have an IEP (Individualized Education Program). An IEP is a written plan for students eligible for special needs services. The New York City Geographic District # 7

serves 17% English Language Learners (ELL). ELL students are in the process of acquiring and learning English Language skills.¹

Suffice it to say that the plan for recruitment and enrollment of students for Boricua College Charter High School for Young Men, that will inform our target population, ELLs and LEPs, of our intent to offer **A Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**, will undertake a concerted effort. Therefore Boricua High community Engagement Plan will seek to inform the public by a number of different means, including but not limited to bilingual Open Houses both at the facility as well as Community Based Organizations (including those with adult education- such as Boricua College) specifically Community Board #3 and #1, who have been strong supporters of Boricua College. As part of our community engagement plan we will distribute all promotional material as well as Applications in both English and simple to read Spanish. Promotional material will include just the basics in both English and Spanish and will be distributed at Community events, near supermarkets, religious institutions, bodegas, neighborhood health clinics, libraries, etc. Fully aware that not everyone in the target area and population is literate we will also seek to diffuse information through both radio and TV ads – especially ads in Public Service TV channels. For the literate population we will place ads in Spanish speaking newspapers (“El Diario la Prensa”) and free newspapers (“El Especialito”)

The population that **Boricua College Charter High School for Young Men** proposes to serve is either part of our partner institution population or siblings of students currently in Boricua College or Boricua College / College Prep Program and or students in Boricua College Upward Bound (TRIO) Program. We have had ample experience with the target population in the case of Boricua College students oftentimes students that enter our College are the first in their families to attend College and therefore are not familiar with the US educational system, some of whom have recently arrived to the US and have Limited English proficiency. In the case of Boricua College / College Prep Program, this program was started over a decade ago to address the issue of too many students from our population deciding to drop out of high school. This program serves as a 10 to 15 week program to help students obtain their GED either by providing them refreshment courses in Reading, Writing and Numerical Skills whereby students will take their GED Exam when they feel that they are ready to take the GED or take a federally and NYS approved Ability to Benefit test (ATB). Upon passing the ATB and being admitted into Boricua College students are enrolled and take College Level work. Upon completing 24 credits as outlined by NYSED the student’s transcript is forwarded to NYSED and NYSED forwards the student the GED. During the past four years Boricua College has partner with (formerly) Louis D Brandeis High School, a Low Performing School, and received an Upward Bound (TRIO) Program grant from the US Department of Education to offer Brandeis High School students afterschool and Summer tutoring, Regents and SAT Prep classes as well as a Summer Bridge Program for students who due to NYS standardized test results do not fare well and therefore puts them at risk of completing high school.

In order to attract, serve and retain students from our target population we will give preference to students who currently reside in our target district, New York City Geographic District #7 (Bronx). Within this school district, total Enrollment (K-12) stands at 18,550, of these 89.6% qualify for Free or Reduced price Lunch, 17.4% are either ELL or LEP and 18.3% of total enrollment are Special Education. By giving preference to students in our target district we will have a student cohort representative of the data mentioned above. Notwithstanding since we are specifically targeting ELLs or LEPs we believe that Boricua High will attract, serve and retain in excess of 20% from this cohort group. Therefore since we propose to open in fall of 2012 with 125 students, we presume that at least 20 students will be ELLs or LEPs.

Founding members of Boricua College Charter High School, believe that it is necessary at this time due to the increase in newly arrived immigrants as documented in the 2006 report titled, “Lost in Translation,” a report by The Center for an Urban Future and the Schuyler Center for Analysis and Advocacy as well as the low graduation rates in District #7. The report found that immigrants have been

¹ <http://www.education.com/schoolfinder/us/new-york/district/new-york-city-geographic-district-7/>

fueling the population growth of communities in nearly every corner of New York State, specifically in New York City and most specifically the Bronx, and that many of the newly arrived immigrants come with children.² A reason for targeting English Language Learners (ELLs) is that ELLs currently have some of the lowest graduation rates of any student population in the city;³ this grave situation is dire in the case of males.

To put this in perspective, more than 40% of New York City students report speaking a language other than English at home (Home Language Identification Survey, 2008). While this reflects a linguistic diversity and rich characteristic of New York City, it also highlights the need to offer programs of study that target ELLs. Of the five boroughs of New York City, the Bronx has the highest concentration of ELLs in the student population (17.1%); most of whom are native born (65.2%). In other words, at least six out of every ten students in the Bronx is an ELL. In the Bronx, ELLs make up a larger share in middle (52.4%) and high schools (74.1%), student population. In the case of high school students, targeted student population, this requires different instructional strategies and social interventions.

Borough	Number of ELLs	Share of Student Population (%)
Bronx	38,392	17.1
Queens	43,510	15.4
Manhattan	24,961	15.1
Brooklyn	38,652	12.1
Staten Island	3,740	6.0

Spanish is the home language for a majority (67.4%) of all current ELLs, with a majority of native-born students originating in New York City (58.7%) or Puerto Rico (3.9%). Also, large groups of foreign-born Spanish speakers come from the Dominican Republic (18.9%), Mexico (6.6%), and Ecuador (3.9%).

Of all current ELLs, 105,532 (70.7%) are in English as a Second Language (ESL) programs, 28,788 (19.3%) are in Transitional Bilingual Education (TBE) programs, and 5,581 (3.7%) are in Dual Language programs. The share of ELLs who are partially served or have incomplete information has dropped from 7% in 2002 to less than 1% this year, mainly due to a comprehensive data review process implemented by ELL specialists in 2005. While ELLs with disabilities (who are served through an IEP) participate in one of the three ELL program models, 8,439 (5.7%) of ELLs are served by IEP only (monolingual service without ESL).⁴

On average citywide, about one in five ELLs receives Special Education services. The Bronx has the highest number of ELLs served by IEPs. High incidence languages among Special Education students reflect the predominate languages of the larger ELL population. The majority (81.3%) speak Spanish. According to ATS 2008-09⁵ 2 of the top 3 countries with immigrants students are Spanish speaking and these include Dominican Republic (1), Mexico (3); these two immigrant groups have settled in the South Bronx –specifically the Melrose –Mott haven neighborhoods.

Boricua High, plan for attracting students from the target population includes promoting our intent to offer **A Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**, for ELLs and LEPs. Therefore Boricua High community

² http://www.nycfuture.org/images_pdfs/pdfs/ESOLActionAgenda.pdf

³ NYC Department of Education, Graduation Rates Class of 2007, Aug. 11, 2008, at 12, http://schools.nyc.gov/NR/rdonlyres/062C7D9B-EC9C-4ABC-B634.../42240/PUBLIC_REPORT_GraduationRates_Release_81108.pdf (last visited Feb. 2009)

⁴ This is the second year these students are captured in ELL program participation numbers.

⁵ ATS's Immigrant Survey data provides information on students who are new immigrants—foreign-born students who have been admitted for the first time in City schools within the last three years.

Engagement Plan will seek to inform the public by a number of different means, including but not limited to bilingual Open Houses both at the facility as well as Community Based Organizations (including those with adult education - such is the case with our partner institution Boricua College) specifically Community Boards #3 and #1, who have been strong supporters of our vision for the neighborhood. In order to attract individuals to Boricua High we will distribute all promotional material as well as Applications in both simple to read English and simple to read Spanish. Promotional material will include just the basics in both English and Spanish and will be distributed at Community events, near supermarkets, religious institutions, bodegas, neighborhood health clinics, libraries, etc. Fully aware that not everyone in the target area and population is literate we will also seek to diffuse information through both radio and TV ads – especially ads in Public Service TV channels. For the literate population we will place ads in Spanish speaking newspapers (“El Diario la Prensa”) and free newspapers (“El Especialito”). Boricua High will also leverage the following resources in order to recruit ELLs these include: Ethnic media by way of the New York Community Media Alliance (<http://www.indypressny.org/nycma/voices/457/>) specifically Spanish Speaking weeklies; Mayor’s Office on Immigrant Affairs; NY Immigration Coalition; Community Based Organizations that serve immigrant populations, as well as local politicians.

Boricua High will serve the target population by offering **Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**, for ELLs and LEPs. Furthermore, based on our educational model that incorporates the Cognitive, Affective and Psychomotoric into a holistic and humanistic education students will be grounded in at least two periods of English on a daily basis. The calendar year will be extended to 205 instructional days and the day will be expanded and will start at 9:00 am and end at 5:30. After school tutoring is available from 5:30 to 7:00 pm.

Boricua High will retain the numbers of ELLs by providing a first rate education one that offers Career Interest Courses; a Curriculum driven by assessments tools and that will include dual period of English daily along with instruction in mathematics, social studies, science, music, physical education, computers and Spanish; highlighting the importance of integrating the Affective, Cognitive and Psychomotoric Skills into a Plan of Instruction that allows for a holistic and humanistic education. Retention will come to fruition by emphasizing on building a school culture of achievement and excellence that values high expectations for its students while also paying attention to ethical and moral behavior. Boricua will also seek to retain the number of ELLs by instilling the importance of retaining our student population with our teachers/facilitators as well as administrators. Furthermore, ELLs that transfer out or graduate will be replaced with new ELLS. Therefore preference will be given to attract, recruit and retain by the steps outlined above.

Retention should also hold steady as a consequence of catching students before they possess any hardship as a result of attendance, not understanding the work or truancy issues. This we will achieve by having students meet with weekly with the facilitator / teacher during Individualized Instruction. During this course each student meets with a facilitator to discuss skills / competencies and submit and go over work produced. We will also seek to retain students by engaging parents with the inclusion of offering Immigration workshops as well as English classes.

All students entering the New York City Public School System for the first time will be given the Home Language identification Survey (HLIS). Boricua High will identify potential ELLs by (1) looking at their Home Language Identification Survey (HLIS), and (2) administering the Language Assessment Battery Revised (LAB-R) test. Since there are five ELL subpopulations, Boricua High will seek to find out which of these five subpopulation a student falls under – 1) newcomer, 2) Long-term ELLs, 3) ELLs with Special Needs, 4) Students with Interrupted Formal education or 5) Former ELLs.

At the beginning of the year, Boricua High, and in some instances throughout the year until Boricua High’s enrollment closes, we will obtain an updated list of any students who have been newly admitted to Boricua High. This will help Boricua identify which students will need to be inputted into ATS to check for a test history, or which students’ HLIS forms you will need to check to determine if they need LAB-R testing. Boricua will follow this practice in order to help us maintain a current list of ELLs in Boricua

High and make sure all eligible students are receiving services. A Boricua High ESL coordinator, administrator or other knowledgeable teacher must look at the HLIS immediately to see which languages have been checked off. If the parent/guardian checked "Other" for at least **one box in the first section** (questions 1-4) *AND* at least **two boxes in the second section** (questions 5-8), then the student is considered to have a home language other than English and must legally be tested with the Language Assessment Battery Revised (LAB-R).

To finish filling out the HLIS form for all students new to the NYC public school system, fill in the section that says OTEL code to indicate the student's home language. If the student is not eligible for LAB-R testing write "NO" to indicate that English is his or her home language. If the student has a home language other than English, and is therefore eligible for LAB-R testing, then write the code that corresponds to the student's home language ("SP" is used for Spanish, and other codes can be looked up in ATS). Next, someone from Boricua High (either the ESL coordinator or an administrator) will sign off on the form. If the student is not eligible for LAB-R testing, simply check that box and then sign and date the form. If the student is eligible for LAB-R testing, the box will be checked and include what program the student has been placed in. For example, if necessary one may need to mark "ESL" for students receiving ESL services, or one may mark "Neither" if the student was tested but passed the LAB-R. Then sign and date the form.

Should Boricua High HLIS form have a white and yellow carbon copy, we will keep the white copy in the student's file and the yellow copy with the ESL coordinator or with the ESL administrative files. Should Boricua High HLIS forms not have a yellow carbon copy, we will make a photocopy of the completed form and keep all copies together with the ESL coordinator or with the ESL administrative files. All Boricua College HLIS copies will be organized by grade and class. Upon its completion, Boricua College will need to send Title III Family Letters to families of students who are new ELLs or students who were tested but determined not to be an ELL (because they tested proficient on the LAB-R).

In order to further identify student needs, Boricua High will administer the LAB-R to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services. The test is administered individually, by ESL coordinator or other Boricua High administrator; and can take anywhere from 5 minutes to over an hour. Students who need to take the LAB-R will be tested within **10 days** of enrolling at Boricua High.

When done testing the student, the administrator will count up all of their correct answers; for grades 4 and up by using the answer key. Then we will need to compare each student's score to the cut score range for the student's grade. The cut score chart will tell us if the student scored at the beginning/intermediate or advanced level, making them eligible for ESL services. If the student's score is higher than the range for the advanced level, the student is considered proficient in English and is ineligible for ESL services. For all students whose home language is Spanish, Boricua High will also need to administer the Spanish LAB-R to determine the student's proficiency in Spanish.

Boricua High administrators will check that all of the student's biographical information filled out on the front of the LAB-R answer document because all answer documents (English and Spanish) must be delivered to the ISC. Boricua High will keep a list of all students' scores so that you have access to them before they get scanned and uploaded to ATS.

Boricua High "current" ELLs are students who have previously been serviced and enrolled in the NYC public school system, and therefore should already have a LAB-R or NYSESLAT score listed in ATS. Boricua High will need to wait until the NYSESLAT scores from the previous spring are released on ATS to find out this information: anytime between August and October. Once the information is available Boricua High administrator will print out: the test history report (ATS code REXH) which lists every student's scores for any city or state test they have taken as well as report called the RLAT which will provide Boricua High with a list of all ESL eligible students.

For the test history report, Boricua high administrators will look to see which students have a "LAT" score for the current year. If a student has a "LAT" score it means he or she took the NYSESLAT, and the letters and digits next to the "LAT" will tell us the last time the student took the test. For example, "SP09"

means the student took the NYSESLAT in the spring of 2009. Across from the LAT listing is a letter that tells you the final decision for the student's level of English Proficiency. The letters you may see include:

- B (which means beginner);
- I (which means intermediate);
- A (which means advanced); or
- P (which means proficient).

Students whose most recent score lists a B, I, or A will be Boricua High "current" ELLs and will be given the need services for the year. Students who have a "P" are considered proficient and are no longer required to receive ESL services; however Boricua High will offer those services as well.

In addition to finding the students' overall decision, or English proficiency level, Boricua High will also use students' raw scores for each of the NYSESLAT's four tests: listening, speaking, reading and writing. To arrive at the final "decision" about a student's proficiency level, the student's reading and writing scores are added together, and the speaking and listening scores are added together. A proficiency level is assigned to each "subset" based on the student's scores. In order for the student's to move their overall or final decision up a proficiency level, they need to move up in both their reading/writing proficiency level and listening/speaking proficiency level.

Boricua High administrators will use the conversion charts provided by the city in order to inform ourselves regarding student's reading/writing or listening/speaking proficiency level based on their combined raw scores. In order to gauge the scores we will first add up the raw scores (reading + writing, and listening + speaking) and then use the conversion chart to determine each "subset's" scaled score. Then Boricua High administrators will use the converted scaled score and look it up on the scaled score range chart to determine that subset's proficiency level.

Boricua High administrators will make a chart/roster of all the students in your school who are your current ELLs and new ELLs. This information will be organized by grade. This will allow key decision makers to have all their information in one place. The list will be distributed to facilitators / teachers so they can be aware of their students' data. This list will include as much information as possible. Including but not limited to if a student has already taken the NYSESLAT twice, record both scores. This will help us see which students are progressing, which are staying at the same level, and if any have regressed. Furthermore once all testing is complete, Boricua High will send Title III Family Letters to families of students who continue to be eligible for ESL and for those who scored proficient on the NYSESLAT and are no longer eligible for services.

To surmise Boricua High prospective students will all fill out an application. The student's information will be logged on to a computer database program. The computer will randomly pick the names of the students that will be admitted to Boricua High. Students who are admitted due to regular admissions, as a consequence of a lottery, will be given the Home Language Identification Survey (HLIS); if they are new to the New York City Public Education System and are not in ATS then they will be administered the LAB-R and the LAB-R in Spanish.

Students admitted into Boricua High as ELLs will be identified in the Boricua High database with an E. Boricua High will closely monitor all students and the ESL coordinator will oversee ELLs. Boricua High will offer ELLs and LEPs **A Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**. Boricua High will offer at the least two English courses on a daily basis. One of which will include Affective Development, in a colloquium setting with no more than 11 students in a classroom. The other course will be English Language Arts specific to the student's grade level. Each student will also meet with a facilitator/teacher on a weekly basis at a specific time to review student work as it pertains to Cognitive Skills and the use of Modules as a tool to learn skills and competencies that are germane to all learning.

In line with IDEA (1997) reauthorized and explicitly included language on accountability in the form of participation in assessments; both of which Boricua High will take into account by way of contacting the district. As is the case with New York State, Boricua High will take steps to open the door for students with disabilities to take regular assessments such as the New York State Regents exams –

with or without accommodations as needed in stated in student's Individualized Education Program (IEP).

Student progress will be measured by both grades on coursework as well as scores on assessments tests (administered in 6 week intervals) that will be in line with standards tested for on the NYS Standardized Tests (specifically Regents taken in January, June, and August in Comprehensive English, Algebra 2/Trigonometry, Integrated Algebra/Geometry, Physical Setting: Chemistry, Physics and Earth Science, Living Environment, US History and Government and Global History and Government as well as Foreign Language). Boricua High will use the scores on assessment tests to project student outcomes on standardized tests. Furthermore, we will use data from the assessment tests to adapt and design lesson plans and instruction in order to ensure that assessment scores become adequate barometer of outcomes on Regents. The Boricua College Charter High School students will take school developed assessments exams every six weeks in the subject that the student will take NYS Regents on. Prior to administering an assessment exam the subject teacher will discuss the questions with members of the administrative staff this includes: the school leader, assistant principal, ELL Coordinator and dean. Results from the assessment tests will be logged into the database by the school secretary, kept on a student data base that will be assessable by the administration.

Results from the internally administered assessment tests will be discussed with the respective teachers and facilitators. The data obtained from the assessment tests will be used to make necessary adjustments to the lesson plans, re-teaching key skills where data indicates that the skill was not sufficiently learned the first time, thereby aiding student progress towards intended performance and achievement goals. Furthermore, students who are not making satisfactory academic progress towards their goals MUST attend afterschool tutoring and resource classes in order to further learning. Students and parents will be informed of the student's need and possible negative consequences of not being promoted to the other grade level or not graduating.

Teachers / facilitators unable to help students meet the required performance and achievement goals will be further assess and provided with extra assistance in order to better serve their Boricua College Charter High School students. Boricua College Charter High School students and teachers will be assessed for the desired outcomes. Development of teachers will be essential in strategizing to make sure that informed decisions are made not only as it pertains to learning but also teaching. Assessment data will be used and presented during bi-yearly meetings (December/ January and April/May) to determine whether Boricua College Charter High School is on target to achieve its Accountability Plan goals.

During January/February 2013 and of each year thereafter, all tenth grade Boricua College Charter High School students, including ELLs, will take an ACT ASSET Test, this test measures skills and competencies needed by all tenth graders. Results from this test will be analyzed and discussed with all 10th grade teachers during late March or early April. During this meeting the school leadership will address the possible need for: remediation by way of afterschool tutoring or incorporating resource teachers into student's schedule, re-teaching key skills where data indicates that the skill was not learned, teacher development due to substantially low scores (less than 50%) by a majority (more than 65%) of the students. The ACT ASSET Test is nationally recognized and will help Boricua College Charter High School assess whether there is a need for remediation; however it will not determine student's promotion to the next grade. Promotion to the next grade will be determined by class grades in conjunction with credit accumulation.

Boricua College Charter High School will administer the complete battery of New York State Regents exams. All students, including students with an IEP, are expected to graduate with either a Regents or Advanced Regents Diploma. Furthermore since Boricua College Charter High School is targeting ELLs, we will also administer New York State English as a Second Language Achievement Test (NYSESLAT).⁶ Boricua College Charter High School students will take Regents exams in: English

⁶ The [New York State English as a Second Language Achievement Test \(NYSESLAT\)](#) will be administered within the first ten days of being admitted into **Boricua College Charter High School**

Language Arts (Comprehensive English 1 & 2), Mathematics (Integrated Algebra, Geometry, and Algebra 2/Geometry), Global History and Geography, US History and Government, and Science. Students with IEP will take the Regents Competency Tests (RCTs) in Mathematics and Science in Grades 10 through 12; Global Studies in Grades 11 through 12; and Reading, Writing, and United States History and Government in Grades 11 and 12.

Midway through the tenth grade, January/February 2012 and every January/February thereafter, Boricua College Charter High School students will take the ACT ASSET TEST, nationally recognized test. This test, ACT ASSET gauges for tenth grade Reading, Writing, Numerical Skills as well as Elementary Algebra: material that Boricua College Charter High School students have encountered from the time they were admitted to school through the present. This test will be sent to the ACT ASSET Scoring Center, in Iowa, and the grades will be forwarded to the school within three weeks. Upon receiving the scores teachers will meet with administrators and a Corrective Action Plan (CAP) will be constructed in order to ascertain that students are receiving the education that is in line with NYS Learning Standards.

Boricua College Charter High School will use this test in order to develop appropriate lesson plans and to gauge student progress. In the eleventh grade students will take the PSAT, this test is nationally recognized and taken by most 11th graders and will give us a greater understanding of Boricua College Charter High School readiness by our students. While during the 12th grade, students will take the SAT, the SAT is nationally recognized and used by most Boricua College Charter High Schools, during their admissions process.

List of NYS Regents Exams administered to Boricua College Charter High School students:

Comprehensive English, Foreign Languages, Comprehensive Spanish (Grades 11 through 12) Mathematics Integrated Algebra (Grades 10 through 12) Geometry (Grades 10 through 12), Algebra 2/Trigonometry (Grades 11 through 12); Science Living Environment (Grades 9 through 12), Physical Setting/Chemistry (Grades 10 through 12), Physical Setting/Earth Science Grades (10 through 12), Physical Setting/Physics (Grades 11 through 12); (Social Studies) Global History and Geography (Grades 11 through 12), United States History and Government Grades (11 through 12). RCTs (IEP students in grades 11 through 12 when stated in IEP) Global Studies, Mathematics, Reading, Science, United States History and Government, Writing, Second Language Proficiency Examinations, Spanish

As per federal law, NCLB, a free and appropriate public education is the protected right of every eligible child in all 50 states and U.S. territories. The Individuals with Disabilities Education Act (IDEA) of 2004 specifies how to ensure a free and appropriate public education for students with disabilities. The process that leads to a child being identified as having a disability starts long before the formal referral process outlined in the federal guidelines in IDEA 2004. When a student is struggling academically or behaviorally, Boricua High will implement early intervention (pre-referral) processes to investigate the reasons for the difficulties and to develop solutions (Individuals with Disabilities Education Act 2004). Pre-referral strategies at Boricua High will be a first attempt to understand why a student might be struggling academically. These early interventions are designed to help our teacher / facilitator meet the needs of struggling students before special education referral is considered. Boricua High will have a variety of ways of implementing early intervention strategies when a student shows signs of struggling academically including referring student to the District for evaluation. As allowed by IDEA 2004, will undertake the necessary intervention procedures including providing supplemental assistance. Boricua High will seek an integrated approach to service delivery that encompasses assistance teams or instructional support teams, general education, strategic interventions. The teams include the student's problem-solving framework for identifying and teacher and other school personnel, who discuss addressing academic and behavioral difficulties possible instructional strategies or interventions for all Boricua High students. If a student continues to struggle at Boricua College despite use of study teams, a formal referral will be made for evaluation by the District. Although the pre-referral process applies to all students, for students who are English language learners, as will be the case with many students in Boricua High, District #7 will need to provide additional evidence that a student's struggles are not due

primarily to a lack of proficiency in English or lack of appropriate instruction. Formal referral, guided by federal policy requirements in IDEA 2004, includes parental consent as well as appropriate assessments and learning inventories to better understand students' learning needs. Under IDEA 2004 formal referral for a special education evaluation can be initiated by Boricua High, a teacher, parents, or legal guardians. A parent or legal guardian's consent is necessary to conduct evaluations and to begin the referral process. Following consent, district #7 has 30 days to conduct an evaluation targeted to the difficulties that the student exhibits and to obtain a full case history and educational background review. IDEA 2004 has additional requirements when the struggling student is an English language learner (section 300.304 (c1) (i-v)). A student may not be identified with a disability if the learning problems are due primarily to a lack of scientifically based instructional practices and programs that contain the essential components of reading instruction, a lack of appropriate instruction, or limited English proficiency. For schools and districts this means that the data collected in the pre-referral period must demonstrate that the student's struggles are not due primarily to limited English proficiency. IDEA 2004 further states that in the referral stage, each public agency—generally the districts— must ensure that assessments are selected and administered in a racially and culturally nondiscriminatory way; are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless clearly not feasible; are used for the purposes for which the assessments or measures are valid and reliable and according to any instructions provided by the producer of the assessments; and are administered by trained and knowledgeable personnel.

Following the evaluation, a team of school and district professionals meets with the parents to discuss the results. Either the student does not qualify for special education services because no disability (as defined by IDEA 2004) has been found, and the process ends, or the student is identified as having a disability and qualifies for services under IDEA 2004. The student must be placed in the least restrictive environment that best meets the diagnosed needs and must receive support and services as described in the individualized education program (IEP).

Policies of District # 7 are set forth and advised by the New York City Department of Education. The district works to teach within the outlines of the No Child Left behind Act. At the present time more than half of the students in # 7 are scoring below the national average in reading and math.

Boricua College Charter High School will work in conjunction with District #7; specifically the Committee on Special Education (CSE), Chairwoman Rosetta Brown-Lee office to provide IEP students with Boricua High providing educational services in order for Boricua High student to pass the NYS Regents in the subjects needed to obtain a Regents or Advance Regents Diploma.⁷ Furthermore in the case that the Committee on Special Education believes that RCT are needed instead of Regents Boricua College Charter High School will administer the RCT in the subjects that the CSE stated on the student's IEP. Boricua College Charter High School⁸ will augment daily instruction with educational services including remedial and after-school tutoring for students with IEP. Boricua College Charter High School will comply with Education Law subdivision 2851(2) (s) for Individuals with Disabilities Education Act in addressing the needs of students in Special Education and/or IEP students. Students in Special Education (SpEd) will be assessed by the CSE including initial evaluation to determine eligibility to receive special education and related services. In conjunction with CSE, Boricua College Charter High School will establish highly specialized programs that ascertain that students in Special Education increase student achievement while at the same time decreasing student achievement gaps in reading/language arts and mathematics.

⁷ <http://www.vesid.nysed.gov/specialed/publications/policy/iep/>

⁸ Boricua College Charter High School's educational model is inclusive and will thereby provide additional services, educational and otherwise, to aid students develop affectively and academically.

III. SCHOOL DESIGN

The proposed Boricua College Charter High School, and its partner institution Boricua College⁹, seeks a charter in order to open in the newly constructed fourteen-story Bronx vertical Campus located in the Melrose-Mott Haven sections of the Bronx (Bronx Campus) by September 2012. Boricua High seeks to find a solution to the endemic low high school graduation rates that plagues the South Bronx: specifically District #7. Boricua College Charter High School will use two floors, including science and computer labs as well access to the library, and theatre in the newly constructed vertical campus located at 890 Washington Avenue, / Bronx, New York 10451.

Boricua College Charter High School will structure its program similar to the one currently used by its partner institution, Boricua College; whereby it will use its teaching method and School Design.

The use of the five way of learning whereby there is: individualized instruction (1 student to 1 teacher / facilitator¹⁰), colloquium (11 students to 1 teacher / facilitator), experiential studies (22 students to 1 teacher / facilitator), theoretical and cultural studies (25 students to 1 teacher / facilitator), will improve student learning by offering English Language Learners (ELLs) an intensive and extensive program whereby the use of assessment tools will give teachers and administrators a greater understanding of the student needs all within a flexible structure that allows teachers to meet with administration on a bimonthly basis to make the necessary changes to the curriculum and/or lesson plans. This in conjunction with the use of resource teachers and tutoring will increase student achievement and decrease student achievement gap in reading and English Language Arts and Mathematics.

Boricua College Charter High School educational program will be steeped in the liberal arts and English based with the incorporation of individualized instruction and the use of modules as a learning tool. All students will meet with a facilitator / teacher, during one period of instruction to go over the submitted work. Boricua's educational program while similar to others in that it is grounded in the liberal arts and sciences: is unique to charter high schools. Our method and incorporation of a unique training tool, the use of modules has yet to be used with the same target population. Furthermore our use of individualized instruction, whereby one teacher works with a student on a weekly basis is unheard of in secondary education, while it has been done in post-secondary education – especially at the graduate level. We have borrowed the education methodology used by our partner institution, Boricua College, in order to have our students gain insight into the learning process while readying them for life-long learning. Boricua College' educational model and methodology, while not used as the secondary school level, has been highly praised by the Middle State Commission of Higher Education (MSCHE) during its most recent On-Site Visit to Boricua College:

The developmental approach to [students'] intellectual processes is evident particularly in the Generic Studies [Core Curriculum] syllabi...We commend the incorporation of the study of values, ethics and diverse perspectives in the Generic Studies Program; such skills are also applied in depth in specialty areas.¹¹

At least 75% of all Boricua College Charter High School will graduate with a Regents or Advanced Regents Diploma within four years.¹²¹³ The fact that at least 75% of General Education

¹⁰ Unlike school teacher, facilitators serve a special role whereby they facilitate learning by also focusing on the affect and also bringing the cognitive, affective and psycho-motoric into a collective whole –holistic and humanistic education.

¹¹ Boricua College Middle States Report On-Site Visit of 2004, pg 12.

¹² Excluding students with Individualized Education Plan (IEP).

¹³ Regents Diploma Requirements: pass the following Regent exams with at least a grade of 65: One Comprehensive English, One Mathematics (either Integrated Algebra or Geometry or Algebra 2 and Trigonometry), One Global History and Geography, One US History and Government, One Science (any science including Life Science or Physical Sciences). For an advanced Regents Diploma: students must pass all the above as well as two more

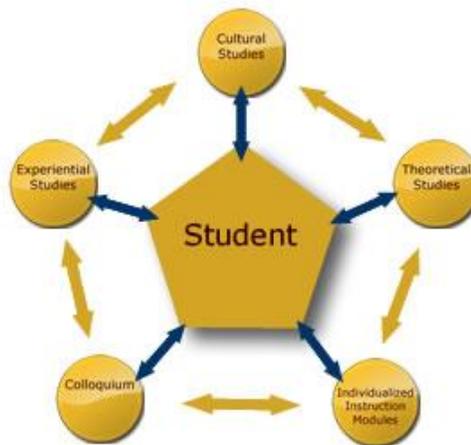
students at Boricua College Charter High School students will graduate with Regents or Advanced Regents Diplomas will prove that our students are ready to enter post-secondary education and lifelong learning; this will one measure of the school’s success.

Student progress from year to year will be measured by number of credits obtained and the grading scale will be analogous to those found at NYC Public High Schools. Number of credits will determine if students have made satisfactory academic progress to enter the next grade. The use of school assessments every six weeks, whereby student will take Regents based questions will give students and teachers a greater understanding if the student is meeting the necessary benchmarks. Test results will be discussed with teachers, school administrators and parents and a Corrective Action Plan will be constructed for each student based on test results.

While Boricua College Charter High School target population will be male English Language Learners; we will seek to attract special education (SpEd), disabled, and IEP students by making Boricua College Charter High School an inclusive institution and welcoming diverse students by partnering with the Committee on Special Education (CSE), superintendent’s office, both public and private middle and high schools, contacting local hospitals, community centers and area places of worship..

In addition, Boricua College Charter High School will qualify under the state’s No Child Left Behind (NCLB) accountability system as in “Good Standing” each year the school is chartered.

At Boricua College Charter High School, lecture-discussion courses are an excellent way for high school students to master some kinds of information. Lecture-discussions about “theoretical studies” however, are only one, of five distinct ways in which students are educated and receive academic instruction at the Boricua College Charter High School. An explanation of each of these modes of instruction and of the way they are integrated into a singular program of student growth and development, follows:



Learning as a Process of Integration

Individualized Instruction

At the core of Boricua College Charter High School’s academic programs is a distinctive way of learning called Individualized Instruction. For this unique part of the Boricua College Charter High School’s program each student meets individually with a teacher for one hour each week of every learning term, to plan, implement and evaluate an individualized program of learning designed to meet the particular student’s educational needs and career aspirations.

The Boricua College Charter High School’s believes that these “mental processes” are required for

Mathematics regents (Geometry, Algebra 2 and Trigonometry), One Life Science and Physical Science as well as a Regents Exam in a Language Other than English (in our case it will be Spanish).

the mastery of substantive academic knowledge. Employing a system of instructional modules, a teacher carefully guides the student through a self-paced program designed to equip the student with the necessary intellectual skills and competencies for life-long learning as well as introducing them to the subject matter of the inter-disciplinary liberal arts and sciences.

Colloquium

A second way of learning at Boricua College Charter High School is the weekly Colloquium. A focused group on the development of affective skills and acquisition of knowledge, whereby ten to thirteen students meet each week with their teacher to exchange, share, discuss and evaluate issues and problems related to their learning program. Each student has an opportunity to provide knowledge and receive knowledge, and is required to share their perceptions, opinions, skills and values. The student progresses each term through various levels from an introductory understanding of the affective dimensions of the learning process, to group learning skills, to assuming greater leadership and providing deeper comprehension and analysis of the subject matter addressed in each course. A successful colloquium requires full participation by each student in setting the weekly learning agenda based on an established syllabus.

Experiential Studies

A third way of learning in which all Boricua College Charter High School students participate throughout their Boricua College Charter High School career involves structured experiences designed to bring the students to a high level of practice in the world of learning.

Through a series of planned field experiences and simulation workshops the student will sharpen his ability and awareness of their sensory and perceptual capabilities with a focus on the arts and sciences. Students will therefore observe record and study how the artist, social scientist and natural scientist work, and their settings of practice, products and findings. The student is also required to get in touch with the status of their health through courses in physical awareness and development such as Yoga, martial arts, aerobics or other guided exercises or nutrition workshops, as well as courses in science lab, computers, music, fine arts and performing arts.

Theoretical Studies

Each cycle or academic term, Boricua College Charter High School will offer a wide array of academic courses called Theoretical Studies. Each course employs the customary techniques of lecture, discussions, written examinations and research papers, and is designed to lead the student systematically through a topic or body of instrumental knowledge of mathematics, social sciences and natural sciences. A strategy of Boricua's educational model is the interaction between the intellectual and affective skills, developed in the other courses, and the subject matter contents of the theoretical studies courses.

Cultural Studies

Boricua College Charter High School believes that the educated man, or woman, is not only a person of broad learning, who can integrate skills, values and knowledge in the service of effective action, but a person who can express aesthetic perceptions of the world. Boricua College Charter High School will thus perpetuate one of the deepest values in Boricua culture in the importance it attaches to the study of the artistic or expressive side of human nature. Therefore, every academic term Boricua College Charter High School will offer students learning opportunities in the humanities and social studies, including American History, Government, Geography, Global History and Political Systems. Particular attention is paid to the unique experiences, language and history of Puerto Rico, and other Spanish-speaking regions of the Western Hemisphere.

Integration of Learning Experiences

Student success in integrating the five ways of learning into a coherent pattern of educational growth and

personal development is Boricua College Charter High School most important goal. Three features of the Boricua College Charter High School's programs are directed toward that goal:

Student-Facilitator/Teacher Partnership

Neither detailed planning nor comprehensive documentation and assessment can insure the integration of a student's learning experience at Boricua without the work of the teacher (facilitator of knowledge) — the key figure in the Boricua College Charter High School educational program. Performing a teaching role virtually unknown in traditional institutions, Boricua's teachers (facilitators) are responsible for the educational development of twenty-two to twenty-five (20-25) students with whom they meet individually (Individualized Instruction), each week and in small groups (Colloquium), each day of the learning term. In a transactional process, the teacher (Facilitator) and students work to achieve a synthesis, or gestalt, of the skills, knowledge, values and experiences the student encounters at Boricua. As the following diagram shows (See below) the Student-Facilitator/Teacher partnership becomes the interpersonal focus of integrated learning at the Boricua College Charter High School.



Learning Contract

Learning begins with an integrated individualized plan that takes shape in the student's Learning Contract. At the beginning of every academic term, each student, with the assistance of a Teacher (Facilitator), plans a personalized Learning Contract for the term. The contract specifies the student's educational goals for the term, how the five ways of learning will be utilized to achieve those goals, and how the student's progress will be evaluated at the end of the term. The Learning Contract will include the list of Regents / RCT and assessment test the student will have to take as well as afterschool tutoring that student MUST attend.

Assessment Portfolio

The assessment portfolio contains the student's learning contract, all exercises, Instructional Modules work, examinations, other work produced, faculty evaluations and assessments of student achievements for the term. This portfolio serves as documentation for both the student and Boricua College Charter High School by which to determine a student's educational progress at Boricua and the efficacy of the curriculum.

Boricua College Charter High School, by way of its founding board, who have had extensive experience by serving on the Boricua College Board of Trustees¹⁴, has identified the following key design elements as central to accomplishing each of the pertinent requirements found in Education Law Section (2852(9)(a).

- (a) Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics

¹⁴ Many of the Boricua College Board of Trustees will also serve as Boricua High Board of Trustees. Appropriate paperwork will be filed with the New York State Education Department (NYSED).

Boricua High will provide its students, many of who will be ELLs, an extended school day (9:00 am to 5:30 pm) and year (205 instructional days). To augment the extended school day Boricua College will also offer afterschool tutoring as well as summer bridge program for new students. As part of the Boricua High curriculum, all students will have at least two periods of English on a daily basis, as well as at least one instruction period of mathematics, science, social studies, and foreign language. Other key school design elements that will increase student achievement include our insistence on: 1) incorporating an educational model virtually unheard of in secondary school, whereby students will meet with the facilitator on a weekly basis to submit and discuss the module exercises which cover cognitive processes; 2) partnering with an institution, Boricua College, that has had a track record of thirty seven years of providing education to Hispanics and other individuals of color, including ELLs and LEPs; 3) Weekly common planning time for English Language Arts (ELA) and mathematics teachers; 4) use of student contract (whereby students and facilitator set goals and objectives for the academic semester and school year); 5) student culture developed on positive role models (whereby students will seek to emulate and trod the path walked by others); 6) Emphasis on ethical and moral behavior; and 7) administer assessment test every 6 weeks based on NYS Regent exams.

- (b) Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level)

Boricua High will incorporate an educational model virtually unheard of in secondary school, whereby students will meet with the facilitator on a weekly basis to submit and discuss the module exercises; that cover cognitive processes. This facilitator-student transaction is crucial in order to establish a school culture whereby students feel that they are actively involved in the learning process and welcomed. While facilitator have the vested interest in ensuring that the students continuously attend, submit module exercises and discuss them in class and do not fall through the cracks. This focus on one-to-one attention will result in increase high school graduation rates and since by its very nature ELLs at risk high school student population; as is customary with many recent arrivals, many of whom are below grade level. Another key design element that will result in increasing high school graduation rates and focus on serving at-risk high school student population includes: offering career interest courses (thereby students will know what options are at disposal), use of student contract (whereby students and facilitator set goals and objectives for the academic semester and school year); culture developed on positive role models (whereby students will seek to emulate and trod the path walked by others); administer assessment tests every 6 weeks based on NYS Regent exams (test will be devised by the teachers / facilitators and will be based on previous Regents exams): this is very important because Boricua High will be a data driven institution that will incorporate the use of tests.

- (c) Focus on academic achievement of middle school student populations and preparation for transition to high school

Not applicable

- (d) Utilize a variety of high-quality assessments to measure understanding and critical application of concepts

As mentioned above Boricua High will administer assessment tests every 6 weeks based on NYS Regent Exams (test will be devised by the teachers / facilitators and will be based on previous Regents exams): this is very important because Boricua High will be a data driven institution that will incorporate the use of tests. However, since testing is not enough, grades from test will be discussed during Weekly common planning time for English Language Arts (ELA) and mathematics teachers. During the weekly planning time teachers will make the necessary changes to their lesson plans, in order to include measuring understanding and critical application concepts. Furthermore critical application of concepts will also

come to the fore during the weekly dialogue in Individualized Instruction period. It is precisely during this time that the facilitator will have access to the assessment test grades and these will be discussed with the student. Letter will be sent home advising parent of student progress.

- (e) Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness

In order to increase the implementation of local instructional improvements systems that will inform instructional practices, decision-making and effectiveness Boricua High will administer assessment tests every 6 weeks based on NYS Regent exams (test will be devised by the teachers / facilitators and will be based on previous Regents exams): this is very important because Boricua High will be a data driven institution that will incorporate the use of tests. However, since testing is not enough, grades from test will be discussed during weekly common planning time for English Language Arts (ELA) and mathematics teachers. During the weekly planning time teachers will make the necessary changes to their lesson plans, in order to make informed decision regarding their instructional practices, and effectiveness. While testing is not enough however, the ability of teachers to obtain results on a timely fashion will thus enable educators and administrators to assess and make informed decisions regarding effectiveness and the need to make changes if and when necessary.

- (f) Partnering with low-performing, local public schools to share best practices

Boricua College currently has a partnership with Louis D Brandeis High School (Low Performing School) by way of its Upward Bound (TRIO) Program. We will leverage this partnership and have reached out to Samuel Gompers High School as well as Alfred E Smith High School another High School in Geographic District #7 in the Bronx: both of whom are Low Performing Schools.

- (g) Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques

Upon being chartered Boricua High will work with a skeleton group of School Leaders and two assistant principals as well as the ESL Coordinator; all of whom have a vested interest in ensuring that Boricua High opens a successful school and provides the education and services rendered. Furthermore in order to overcome start-up challenges we will work. The school leader will have an open door policy. All Planning, Delegation and Internal Communications will originate with the school leader.

- (h) Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district

As per new SUNY and NYSED requirements, dated January 12, 2011, we are in the process of working with the New York City Department of Education (DOE) in order to gain access to NYC Geographic District #7 (Bronx). We do have the support of Community Board #3 and #1.

- (i) Provide access to viable education alternatives to students in regions where there are a lack of alternatives

Boricua High and its unique educational model and philosophy will provide area students with an alternative to the current public school system which has offered results that are less than stellar. Boricua High Proposes a program of instruction that includes certain key design elements that provide access to viable education alternatives to students in NYC Geographic District #7 (Bronx) by incorporating each of

the afore-mentioned: Extended school day (9:00 am to 5:30 pm) and Year with 205 instructional days; Career Interest Courses; Weekly common planning time for English Language Arts (ELA) and mathematics teachers; Curriculum includes dual period of English daily along with instruction in mathematics, social studies, science, music, physical education, computers and Spanish; Integration of the Affective, Cognitive and Psycho-motoric Skills into a Plan of Instruction that allows for a holistic and humanistic education; Emphasis on building a school culture of achievement and excellence that values high expectations for its students; Emphasis on ethical and moral behavior; Culture developed for young men built on positive role models; Weekly Individualized Instruction, whereby one student meets with a facilitator to discuss skills / competencies and work produced; Student contract whereby students with the assistance of the facilitator/teacher set their goals and objectives for each academic semester; Dress code, school uniforms, will be implemented.

To surmise in order to accomplish each of the eligibility requirements found in Education Law section 2852(9)(a) Boricua High will implement the following: (1) a high school where students are known as individuals – it is precisely for this reason that we will provide Individualized Instruction (whereby one student will meet with a Facilitator / Teacher for an instruction hour) to go over work produced in the form of modules; (2) strict yet flexible structures balanced with positive reinforcement – it is precisely for this reason that our educational model will also concentrate on the affect (Oftentimes affect is what hinder student progress in education; especially true for ELLs and Students with Disabilities); (3) an outstanding faculty that represents student population – it is precisely for this reason that the faculty will be bilingual and bicultural; (4) a data driven approach to curriculum and programs – it is precisely due to this that the school will factor in school based assessments test that are based on questions found in the NYS regents and results will be used to make necessary changes to curriculum and / or lesson plans (Education Law Section 2852(9)(a)(d); and (5) explicit teaching of Boricua College Charter High School cognitive skills – it is due to this that all Boricua College Charter High School High School students will be responsible for the submission of modules, based on Bloom’s Taxonomy,¹⁵ on a weekly based that will be discussed during Individualized Instruction. The school also identifies and acknowledges challenges it faces in meeting its goals, such as the sustainability of its teaching force and facility needs.

¹⁵ Boricua College has used Bloom’s Taxonomy in devising its methods of instruction , for a better understanding of the Cognitive domain go to <http://www.nwlink.com/~donclark/hrd/bloom.html> While we are familiar that androgyny, teaching adults, is different from pedagogical, teaching children and adolescents, we believe that incorporating Bloom’s taxonomy will aid high school students develop their cognitive domain thus able to pass the NYS Regents; affective domain thus able to deal with their emotions all of which are important to the learning process and psycho-motoric domain, that includes physical movement and coordination and the use of the motor-skill area, thus able to develop simple behavior to more complex ones.