



BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL
ADDRESS: 832 MARCY AVENUE
TELEPHONE: 718-622-4310
FAX: 718-398-4381

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331300011575 **SCHOOL NAME:** Bedford Stuyvesant Preparatory High School

SCHOOL ADDRESS: 832 MARCY AVENUE, BROOKLYN, NY, 11216

SCHOOL TELEPHONE: 718-622-4310 **FAX:** 718-398-4381

SCHOOL CONTACT PERSON: DARRYL RASCOE **EMAIL ADDRESS:** DRascoe@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elizabeth Cooke

PRINCIPAL: DARRYL RASCOE

UFT CHAPTER LEADER: Karen Mapp

PARENTS' ASSOCIATION PRESIDENT: Mary Smith

STUDENT REPRESENTATIVE:
(Required for high schools) Israel Stanislaus

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: MARISOL BRADBURY/Marie Rousseau

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
DARRYL RASCOE	Principal	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Bedford Stuyvesant Preparatory High School (BSPHS) is located in the landmark building, "Old Boys High School" in the Bedford Stuyvesant section of Brooklyn. BSPHS is an alternative school serving 130 students from diverse cultural backgrounds who seek to obtain a high school diploma.

Our students are known, cared for, and challenged academically.

Our students arrive to BSPHS with various academic, social, and emotional needs. We believe that we must address the social and emotional areas in order to support students academically.

Administrators, teachers, and guidance personnel develop an action plan for each student who has been identified as a struggling learner with a history of failure. The action plan is monitored by the guidance counselor, teacher, administration and parents on a biweekly basis.

Advisors make connections with our students and provide ongoing support.

BSPHS has developed a number of partnerships with colleagues and community based organizations. These relationships have provided us with the tools to better prepare our students for a post secondary education as well as to prepare them to encounter the larger society in a responsible and caring manner. Some of the partnerships include the following:

- Teen Choice is a community based organization located in our school. The full time social worker provides single and group counseling support. The social worker works closely with the staff and she is an active member of the advisory program.
- New York University provides tutors for our students as well as internships and opportunities to experience Broadway performances.
- Association for Supervision and Curriculum Development (ASCD) offers professional development to our staff.
- Medgar Evers offers College Now and post secondary programs.
- Teachers and Writers Collaborative offers creative writing programs for students and teachers by providing a variety of publications and resources to support learning through the literary arts.
- Creative Music Programs, Inc. is an arts education organization that specializes in the development, design, and implementation of experiential, multi-disciplinary music programs.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Bedford Stuyvesant Preparatory High School									
District:	13	DBN #:	13K575	School BEDS Code:						
DEMOGRAPHICS										
Grades Served:	<input type="checkbox"/> Pre-K	<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 checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		TBD	TBD	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	0	0	0		72.7	61.53	TBD			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	0	0	0		78.5	70.1	85.7			
Grade 8	0	0	0							
Grade 9	5	3	5	Students in Temporary Housing - Total Number:						
Grade 10	46	29	35	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	46	41	29		0	6	TBD			
Grade 12	41	42	43							
Ungraded	0	0	0	Recent Immigrants - Total Number:						
Total	138	115	112	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					1	0	0			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	8	9	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	1	TBD			
Number all others	4	7	1							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	1	1	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	16	14	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	9	TBD
				Number of Educational Paraprofessionals	0	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	4	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	56.3	42.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	79	TBD
American Indian or Alaska Native	1.4	2.6	1.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.7	100	TBD
Black or African American	84.1	81.7	84.8				
Hispanic or Latino	13.8	14.8	13.4				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0				
White	0.7	0.9	0				
Multi-racial							
Male	47.8	50.4	39.3				
Female	52.2	49.6	60.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		X	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	X	40
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√	√		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White						-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient						-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Quality Review Report

What the school does well

The school uses a variety of formative and summative data to develop a clear picture of student performance and needs.

- The school leader and staff use a variety of data points including ACUITY and ENGRADE reports, teacher assessments of student work using rubrics, test scores, writing projects, ARIS, scholarship marks, and grade accumulation statistics to analyze the school's strengths and areas of need. As a result of this extensive and precise data analysis, the school evidences increased student achievement and graduation rate.
- The school uses ACUITY to analyze data for sub-groups based on gender and ethnicity so that school leaders and staff can identify trends and adjust their instruction accordingly. Data analysis of periodic assessments assures continual follow-up so that no student falls between the cracks and individual student needs are addressed.

School leaders provide clear and collaborative leadership to faculty in effectively implementing the curriculum and ensuring that resources align the school's instructional goals and to students' needs.

- Administrators use data to identify the key areas of school focus and plan strategically to reach these goals. Budgetary decisions are carefully linked to learning outcomes so that students are enabled to perform well in their classrooms and can reach their highest achievement levels.
- Administrators have developed a school schedule that affords regular planning time for school inquiry teams before, during and after the school day. Teacher teams meet regularly to discuss curriculum and scholarship results. The inquiry team meets during common planning periods to look at formative assessment results and scholarship marks to sharpen teachers' instructional focus. Due to teachers making changes in their delivery of instruction, student-learning outcomes have improved.

The staff work cohesively to review and analyze data, and evaluate the quality of curricular, instructional, and organizational decisions to refine their practice and programs to meet students' needs.

- Sound structures, such as regularly scheduled meeting times, ensure that staff evaluate and adjust their instructional practices in response to student learning needs. Regular benchmarks provide valuable data points in reviewing student progress so that adjustments can be made in the instructional program. At regularly scheduled reviews, teachers discuss the achievement of targeted students, develop action plans for improvement and set further dates for interim monitoring and evaluation. As a result, student progress is carefully monitored to ensure success.
- Teachers lead case conferencing to review individual student's work, and align their instruction, delivery methodology and evaluative measures for each student under review. During a regularly scheduled "inside-outside" case conference of a targeted student, teachers employed inquiry methodology to study the academic and behavioral needs of that student so that the instructional program could be matched to their learning needs.

School leaders have an effective system for monitoring teacher practice, with a clear focus on improving student performance.

- School leaders and teachers discuss lesson planning based on in-house professional development to engage students at multiple entry points. Content-area instruction stresses purposeful writing in every class so that students become proficient in using these skills throughout their high school experience.
- School leaders observe teachers both formally and informally according to a framework established through goal setting at the beginning of the year. Observations provide teachers with data-informed performance feedback so that their practice impacts positively on learning outcomes. Additionally, school leaders use a variety of spreadsheets to examine data and provide teachers with meaningful feedback on student achievement so that they can implement their next steps.

Teachers meet in collaborative teams and use data-informed processes to set goals across the grades for individuals and groups of students to ensure their success.

- Ongoing assessment supports the school's effort to personalize instruction according to each student's needs. Student individual learning goals are adjusted regularly through monitoring data to best meet student needs. ENGRADE provides the vehicle for student self-monitoring of goals, as well as for teacher adjustments to learning targets.
- Parents and students receive regular feedback in progress reports and interim progress reports six times per year to monitor goal attainment. Teachers regularly engage students and their families, as available, about learning and opportunities for support so that they are clear about their progress toward attaining their learning goals.

Teachers utilize an inquiry approach to examine student work, plan together and share ideas and best practices, through a desire to improve student outcomes.

- All teachers are engaged in a variety of inquiry teams that meet weekly. Teams analyze formative and summative data, study student work and behavior, share best practices, and revise the curriculum so that instruction and student outcomes improve. The school leader regularly participates in team meetings and keeps everyone up to date by serving as a clearinghouse for the dissemination of minutes.
- The work of inquiry teams promotes active teacher collaboration across grades and departments to improve student learning. Teams develop successful strategies that benefit all

students' learning outcomes. During a team meeting, the culinary arts teacher planned support for the mathematics and earth science programs by using similar calculation methodologies in culinary arts.

School leaders, teachers and students exhibit a warm and respectful relationship, resulting in an environment that is conducive to learning and supportive of student growth.

- The school's positive and collaborative culture provides opportunities for all students to be academically challenged in an environment that is safe and nurturing. Prior to admission to the school, students are informed of academic and behavioral expectations and are monitored closely in a probationary period to ensure their success. Students become responsible for their learning and are held accountable for their progress.
- School leaders and teachers establish close relationships with students to support students' social-emotional needs, causing them to feel safe and secure in a calm environment. They have developed a rapport with students so that at least one adult is knowledgeable about every student. During inquiry meetings, staff shares strengths and needs for targeted students, and develops an action plan to ensure each student's success.

What the school needs to improve

Promote greater consistency in differentiating instruction so that lesson planning reflects purposeful groupings and tasks to accommodate different learning styles, to maximize student learning.

- Although the school uses the workshop approach, not all teachers are fully confident and competent in using data to plan differentiated activities to meet the needs of all their students. As a result, not all students are achieving as well as they could.
- The school accurately assesses its students and knows their achievement levels. However, some teaching is generic and does not address individual learning styles so that not all students are consistently engaged in their lessons.

Expand partnerships with outside organizations to support families and students' continual learning, and promote their academic and social success.

- Partnerships with community-based organizations such as the Teen Choice Program, LYFE Program and Careers in Culinary Arts Program provide excellent opportunities for students. However, a lack of community-based programs around student and family social emotional issues reduces opportunities to extend students' emotional development. In addition, there are currently insufficient partnerships with outside organizations to enable the school to expand student services and develop internal capacity to address students' socio-emotional needs.

Sharpen adult learning capacity by utilizing external support for professional development activities to maximize student-learning outcomes.

- Although professional development takes place in-house, the lack of external support limits teachers' abilities to perform at a higher level. The deficit of high-level professional development activities affects development of adult capacity and student learning outcomes.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <u>Continue to strengthen school wide literacy program</u>	<input type="checkbox"/> BSPHS will continue to strengthen students' literacy skills by systematically infusing key instructional strategies across all subject areas. The curriculum will have an emphasis on critical reading and writing, research, journals, portfolios and presentations in all subject areas. Efforts to improve student outcomes related to literacy skills will be differentiated. Students performing at levels 1 and 2 will have an individual action plan with measurable goals and established benchmarks. The action plans will be monitored and will include implementation of specified goals by all stakeholders. Various professional learning communities will engage in professional development directly related to improving student outcomes by strengthening capacity to deliver quality instructional practices that improve literacy skills. School wide efforts, including the inquiry team process, case conferencing, lesson study, study groups and professional development delivered by outside consultants will be instrumental in achieving this goal.
<input type="checkbox"/> <u>Use of assessment to improve teaching and learning</u>	<input type="checkbox"/> BSPHS will continue to utilize quantitative and qualitative data to modify instruction in order to improve student outcomes. As a result of our students arriving at BSPHS with various academic deficiencies and areas of untapped strength and potential, it is imperative that we maximize our use of formative assessment tools. The ability to differentiate instruction relating to readiness, interest, learning style and affect is directly connected to having sound practices in place that provide ongoing information about the students we serve. Our utilization of formative assessment will improve student achievement by allowing us to set and monitor goals for our students. Furthermore, BSPHS is committed to utilizing portfolios to strengthen assessment, reflection and improvement of student work. Progress will be transparent to all community members. The celebration of student work as demonstrated by use of portfolios will help to shift our culture to one that explicitly emphasizes the non-negotiable fact that we expect success and nothing less. Inquiry work and school-wide related professional learning communities will support this effort. Instructors will be expected to identify, develop, modify and implement

	<p>instructional goals related to effective utilization of data. Assessment will be used across all subject areas to ensure that our students meet the standards.</p>
<p><u>□ Improve student attendance by 2%</u></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> In an effort to improve student outcomes by increasing attendance, BSPHS will engage in a focused effort to promote personal, social and academic responsibility. In order to achieve this goal we will improve our school wide advisory program by providing age appropriate and developmental content and activities with an emphasis on respect, responsible citizenship, community building, life long learning, resilience, collaboration and goal setting. All work done in advisory will have an explicit connection to academic achievement and pos-secondary plans. All students will be assigned a mentor through advisory which will serve as an anchor in ensuring success in our school community.</p> <p>The support systems in place will serve to connect our students to school, directly impacting student attendance. The counseling team is comprised of a guidance counselor, social worker, parent coordinator, administration and our LYFE program. The clinical staff will provide direct services that are individualized to meet our students' needs. In addition, we will be partnering with a CBO named Family Life Development Center, Inc., which will provide on-site counseling services and conduct home visits to help reduce long term absences.</p> <p>The implementation of a school wide portfolio will further connect our students to our school community by valuing and celebrating their efforts, strengthening community and enhancing their opportunity to engage in meaningful reflection. Expecting success will be central to our school culture. All stakeholders will be expected to model behaviors aligned with the commitment to being present in order to succeed. Student achievement will be honored in several ways, including but not limited to formal and informal recognition and celebratory activities related to demonstrating a commitment to school.</p> <p>The school wide emphasis on differentiated instruction based on readiness, learning profile, interest and affect will strengthen students' attendance by fostering a personalized educational experience as well as providing meaning and validation.</p>
<p><u>□ Students will learn to set their own short term curricular targets and will reflect on the learning process</u></p>	<p><input type="checkbox"/></p> <p>The utilization of formative assessment portfolios and individual action plans are designed to empower students in goal setting and identifying areas for further improvement and interest. Students will be active and responsible participants in their learning experience. They will be provided with choices in relation to how they achieve their academic goals. Students will play an active role in setting goals, monitoring their progress, reflecting on their learning and articulating their understanding through application and presentation of their work in their portfolios.</p> <p>In addition, students will communicate in an ongoing and meaningful way with the instructional staff through Engrade conferencing. Engrade is a web-based grading program used by all teachers that give parents and guardians access to student grades and assignments. It also allows for communication between students/parents and teachers. Engrade is supervised by administrative staff on a daily basis.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area **ELA**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><u>Continue to strengthen school wide literacy program</u></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> All students in the target group will have an action plan based on their literacy needs</p> <p>85% of the students in the 2010 cohort will pass the ELA Regents examination with a minimum grade of 65</p> <p>All students will have portfolios in all subject areas that will include writing samples and show written reflection of their work and academic growth</p> <p>Students participating in the book clubs will have read at least 7 books by the end of the school year</p> <p><input type="checkbox"/> Performance assessment will be administered to identify students performing at levels 1 and 2</p> <p>Students in the 2011 cohort will be assessed on ELA and reading</p> <p>Students identified as levels 1 and 2 will have an action plan including an individual literacy plan developed by teachers, guidance counselor, social worker and administration</p> <p>All teachers will engage in a school wide literacy research which will include the</p>

	<p>implementation of literacy strategies to address identified needs</p> <p>Teachers will meet every Friday to develop action plans and strategies to implement in class</p> <p>Teachers will include research, portfolios and student presentations in the grading policy</p> <p>Various staff members will coordinate book clubs. Students will be able to select the club of their choice.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Professional consultants from ASCD will train teachers and administrators on the implementation of differentiation of instruction</p> <p>Teachers will meet to plan during common prep periods and after school hours.</p> <p>Funding sources include TL Children First Inquiry Teams, Funds Public Schools 86, TL Fair Student Funding and TL ESO Support CFN</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> 80% of students in the 2011 cohort will pass the ELA regents exam with a minimum grade of 65</p> <p>Students in target group will have an individual action plan that focuses on specific literacy needs</p> <p>Students in the book club will read at least 7 books by the end of the school year</p> <p>Teachers will develop, implement and assess literacy strategies according to students' needs</p> <p>Instruments of measure include the class of 2011 meeting graduation requirement report (RCOS), ARIS, teacher observations, scholarship report, and passing percentage</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <u>Use of assessment to improve teaching and learning</u></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> 85% of students in the target group will improve their writing skills by 1.5 grade level</p> <p>Every student in the target group will have a well written action plan which includes specific strategies to address their individual writing skills</p> <p>Every student in the school will have a portfolio that shows academic progress</p> <p>Teachers will have individualized plans of improvement based on their instructional goals</p> <p>Teachers will use quantitative and qualitative data to identify and implement strategies to support the individual needs of students in the target group</p> <p>All students in the English classes will be assessed in ELA and reading using the Performance Series Assessment</p> <p>Results will be utilized to plan lessons and program students</p> <p>Students in the 2011 cohort and performing at levels 1 and 2 will have an individualized action plan</p> <p>Teachers will implement a portfolio system in all classes</p> <p>Teachers will receive continuous professional development around portfolio, assessment, differentiated instruction and rubrics</p> <p>The inquiry team will collect, analyze and interpret data</p>

	<p>Teachers will meet on a weekly basis to discuss the findings of the inquiry team</p> <p>Regents scores and performance series assessment scores will be analyzed by the staff and the member of the inquiry team</p> <p>Instruction and plans of action will be modified as the semesters progress</p> <p>The inquiry team members will meet once a week</p> <p>All staff will meet once a week to analyze data</p> <p>Teachers will meet during their common planning periods at least once a week</p> <p>Inter visitations will occur throughout the year</p> <p>Private consultants will provide continuous professional development on assessment and portfolios</p> <p>Network staff will provide support around data and assessment</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The inquiry team members will meet once a week after school</p> <p>All staff will meet once a week at the beginning of the school day</p> <p>Teachers will meet during their common planning periods at least once a week</p> <p>Staff will visit other schools during and after school hours whenever possible</p> <p>Inter visitations will occur throughout the year</p> <p>Private consultants will provide continuous professional development in groups and individually</p>

	<p>Network support staff will provide support to those teachers in need</p> <p>Funding sources include TL Fair Student Funding, TL FSF General Hold Harmless, TL Children First Inquiry Teams, Contract For Excellence, Title 1 SWP and Funds for Public Schools 86</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> 85% of the target group will improve their writing skills by 1.5 grade level in the Performance Series Assessment</p> <p>85% of the target group will pass the Regents examination with a minimum grade of 65</p> <p>By the end of the first trimester, students will have a portfolio, which includes work, rubrics and reflections</p> <p>Teachers will be able to differentiate instruction for all students</p> <p>Instruments of measure include Performance Series Assessment results, teacher observations, scholarship reports, Engrade and passing percentages</p>

Subject Area
 (where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <u>Improve student attendance by 2%</u></p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be programmed in an advisory session Students will go on community building retreats Students will reflect on their academic progress throughout the term Student incentives and celebration are present throughout the school year Students will go on various college fairs and college tour trips College planning sessions are conducted by the guidance team staff Individual and group counseling sessions are provided by the guidance counselor and social worker All students progress will be monitored by the guidance counselor Students expressin emotional and social needs will meet with the social worker on a weekly basis
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Partner with Family Life Development Center, Inc. (CBO) to help increase attendance through outreach and other resources Training for teachers and advisors Educational consultants will provide training and activities for teachers and staff Teachers and advisors will development of the curriculum and program Funding sources include: TL Children First Inquiry Teams, Funds Public Schools 86, TL Fair Student Funding, TL ESO Support CFN

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Attendance is improved by two percent from 80% to 82% <input type="checkbox"/> The number of suspensions is decreased <input type="checkbox"/> Instruments of measure include ATS attendance reports, scholarship report,, and passing percentage
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <u>Students will learn to set their own short term curricular targets and will reflect on the learning process</u>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> All teachers will implement the portfolio system <input type="checkbox"/> All students will be aware of their academic growth and will be able to articulate it through presentations of the portfolios <input type="checkbox"/> Every student will have a portfolio in each subject area that shows academic growth <input type="checkbox"/> Principal and assistant principal will identify a portfolio committee <input type="checkbox"/> Principal and assistant principal and portfolio committee will create a professional development timeline around the implementation of portfolios <input type="checkbox"/> Teachers will be trained on the various components of the portfolio, including the development of rubrics, reflection strategies, student assessment and alignment of curriculum <input type="checkbox"/> Teachers, advisors and administration will work collaboratively during the common planning

	<p>periods so that the portfolio is implemented across the curriculum</p> <p>Teachers will visit other schools that have adopted the portfolio system</p> <p>Private consultants will provide professional development on the various components of the portfolio system</p> <p>Network staff will provide coaching and training</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Consultants will train teachers throughout the year</p> <p>Administration will provide professional development activities</p> <p>Funding sources include: TL Children First Inquiry Teams, Funds Public Schools 86, TL Fair Student Funding, TL ESO Support CFN and Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> All students will have a portfolio for each subject area</p> <p>Students will be able to articulate their academic growth and reflect on their learning experience</p> <p>Students will be able to present and defend their work</p> <p>The evidence of academic growth will be visible in the students' portfolios</p> <p>Teachers will provide various methods of assessment that are included in the portfolio</p> <p>Teachers will develop individual goals for students based on their portfolios</p> <p>Instruments of measure include scholarship report, passing percentage and teacher observation</p>



REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	23	25	12	19	18		8	7
11	13	11	8	15	19		8	12
12	7	9	5	10	13		3	6

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Tutoring during student lunch period. Push in and pull-out. After school tutoring. Small class instruction. Small group, one-to-one, individualized instructional program.
Mathematics:	<input type="checkbox"/> Tutoring during student lunch period. Small class instruction. CTT and pull-out. Small group, one-to-one, individualized instructional program. After school tutoring.
Science:	<input type="checkbox"/> Tutoring during student lunch period. Small class instruction. After school tutoring. Small group, one-to-one, individualized instructional program.

Social Studies:	<input type="checkbox"/> Tutoring during student lunch period. Small group, one-to-one, individualized instructional program. Small class instruction. After school tutoring. Push-in.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselor meets with students individually and parents/guardians on issues relating to: scheduling, transcript review, progress report, development of action plan, identification of academic strengths and weaknesses in order to design a program which meets the students' needs. The services are provided on an on-going basis. The guidance counselor also plays a lead role in advisory classes.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The social worker provide a link between home, school, and community. This service enables students and their families to overcome social and personal problems which impede learning. The social workers provide individual and group counseling, consultation to teachers, and other services which help students cope with their disabilities. The social worker works closely with the advisors to plan advisory lessons and curriculum.
At-risk Health-related Services:	<input type="checkbox"/> Teen Choice social workers meets with students individually and in groups to promote healthy relationships and responsible sexual activity.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

n/a

Number of Students to be Served:

LEP 0

Non-LEP 0

Number of Teachers 0

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Currently we do not have any limited English proficient students. With no LEP students BSPHS will mold the program to future students' needs. We do not currently have a licensed teacher on site to deliver services. In the event that a LEP student joins our school community we will secure the required staff via per diem and apply the SIOP model which employs activities that engage the student in writing, reading, listening and speaking with vocabulary and sentence structure linked directly to content area courses.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Although BSPHS does not currently have any LEP students we continue to prepare to service the needs of this population by attending workshops offered by Children First Network. The focus is on strengthening our ability to apply the SIOP and CALLA models in QTEL and other available programs. The following is a tentative outline of Professional Development topics related to delivery of quality services of limited English proficient students for school year 2010-1011:

September/October- Interpretation of NYSESLAT scores and assessment, best practices for strengthening the four modalities (listening, speaking, reading, writing)

November/December- differentiation of instruction, common core standards

January/February- continuation of differentiation and common core standards

March/April- continuation of differentiation and common core standards, instructional practices, mapping

May/June- sharing of best practices, reflection, continuation of differentiation, common core standards

Section III. Title III Budget

—

School: 0
 BEDS Code: 331300011575

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) - Per session - Per diem	0	<input type="checkbox"/> n/a
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> 0
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> n/a
Educational Software (Object Code 199)	0	<input type="checkbox"/> n/a
Travel	0	<input type="checkbox"/> n/a
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. □ In addition to the Home Language Survey, at the point of intake parents and guardians entering our school community are specifically asked the preferred language of choice for both written and oral communication. When necessary, we provide both oral interpretation as well as written translation for parents and guardians.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. □ Based on our current student population we do not currently have any parents who require written or oral translation services. These findings have been shared with the school community in a multitude of venues including but not limited to SLT and PTA meetings, student council meetings, and staff meetings. We continue to update this information as we enroll new students. Our school community is made aware of any major findings with respect to the translation needs of our members.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

□ When a parent has indicated that translation services are required we ensure the timely provision of translation services by various members of our school community, including the school secretary, community assistant and the science teacher. Official documents will be sent out in preferred language for those parents who are identified through the intake process and emergency contact cards.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

BSPHS will provide oral interpretation services by utilizing members of the school community in addition to members of other school communities located within the building.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will include the necessary provisions for Spanish- dominant and Hatian Creole - dominant parents to effectively communicate both orally and in writing with school staff. In the event that we require translation services for a language we do not have a proficient staff member in we will utilize the Translation an Interpretation Unit or extended members of our school community to ensure quality and timely translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$77260	\$31125	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$773		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3863	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$7734	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			64,898	True	
Title I, Part A	Federal	Yes			30,814	True	

(ARRA)							
Title II	Federal			N/A	N/A		N/A
Title III	Federal			N/A	N/A		N/A
Title IV	Federal			N/A	N/A		N/A
IDEA	Federal			N/A	N/A		N/A
Tax Levy	Local	Yes			1,038,807	True	

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2

2. Please describe the services you are planning to provide to the STH population.

Students who are part of the STH population will receive additional counseling to better determine how to support each student for their given situation.

Students will be provided with school supplies.

Students will be granted additional time to complete projects and other assignments and access to classrooms after school.

Students will have opportunities to utilize school resources such as computers after school

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

The school plans to provide the following services to our STH population:

Academic trip fees

Counseling services

School supplies and book bags as needed

Academic and educational support services

Outreach efforts to identify applicable afterschool programs

Training for staff to foster understanding of STH student needs and rights

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_13K575_121710-113947.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 403	District 13	School Number 575	School Name Bed-Stuy Prep HS
Principal Darryl Rascoe		Assistant Principal Daphne Perrini	
Coach type here		Coach type here	
Teacher/Subject Area Valeria Espinoza/Spanish		Guidance Counselor Cedric Hawkins	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Tanya Brand	
Related Service Provider type here		Other type here	
Network Leader Marisol Bradbury		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	135	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The Bedford Stuyvesant Preparatory High School Language Allocation Policy is a school-wide plan designed to assist English Language Learners in their progression toward English language proficiency in their academic lives. The school’s plan incorporates academic language scaffolding and Total Physical Response (TPR) in its free-standing ESL program. Due to the size of the school and the program, our ESL provider is a Spanish teacher.

Bedford Stuyvesant Preparatory High School currently has no ELL students on register, however, we are prepared to offer any incoming ELL students appropriate instruction in a free-standing ESL program. The program combines New York State’s ESL and ELA Standards; language needs for performance in students’ content area courses, and students’ linguistic strengths and challenges. The program uses content area texts, visual aids, and support when possible in students’ native languages. The tailored program involves access to computers in the ESL classroom with internet access, audio resources, and a growing library of materials for ELL students.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- K
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10*
 11*
 12*

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	EL L	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
TOTAL	0																					

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

In order to effectively address the learning needs of ELL students, Bedford Stuyvesant Preparatory High School is prepared to support those students in the following ways:

1. Standardized Assessments that take into consideration student proficiency in native languages. The school will provide assessments in native languages as permitted. Teachers will collaborate with the Spanish teacher and will produce an in-class assessment test that is sensitive to the ELL student's language obstacles. During state standardized assessments, the ELL students will be permitted to take exams using a dual language dictionary according to their native language. The school will administer the NYSESLAT according to state timelines and will use the test results to assess the ELL students' progress. The school will use exam results to reflect and plan for improvement in the ESL program.
2. Supportive English Language Arts instruction and SIFE Students. English teachers and the Spanish teacher collaboratively plan and team teach focusing literacy support on all students, but with particular attention to ELL and SIFE student groups. Although no SIFE

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

6. Academic Intervention and Support Services. During each semester, the Spanish teacher will conduct academic support by pushing into classrooms or pulling out ELL students from their normal class program. The ESL program will also offer tutorial sessions after school. At these one-on-one tutorial sessions the Spanish teacher will provide valuable support to the student.

7. Newcomers Plan. Students who arrive at Bedford Stuyvesant Preparatory High School and are newcomers either to NYC or to the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent/student interview will be conducted with the parent coordinator, ESL teacher, and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

8. Special Needs/ELL. All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, Spanish teacher, and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling, and collaborations among all content teachers.

9. Long Term ELL and Extension of Services. ELL students in need of extended services will be provided with individual counseling from our guidance staff and will receive one-on-one tutoring for both the ESL and ELA instructors as appropriate. These services will be provided in an afternoon school support program.

10. Students Achieving Proficiency. ELL students who achieve proficiency still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Additional academic intervention services will be supplied both during the regular school day as well as within a comprehensive afternoon school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Bedford Stuyvesant Preparatory High School focuses professional development opportunities for ESL instruction on bolstering the teachers' ability to effectively adapt the Sheltered Instruction Observation Protocol (SIOP) Model to ESL instruction at the school. The professional development sessions take place in bi-weekly after-school workshops as well as on-going support from the Networks ELL Curriculum Instructional Specialist.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Effective Parent Involvement and Admissions Processing. The Parent Coordinator creates a monthly newsletter that is available in Spanish as well as English. The newsletter provides parents, students, and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after-school activities, and will highlight student achievement. The parent coordinator holds monthly parent meetings with translators present, and all school letters are accessible to parents in English and Spanish. The Spanish teacher is an essential part of the school's admission team and will review the parent survey form and program selection for during the student's first interview. At the interview, the ESL program, LAP policy, and the orientation materials in the EPIC School Kit is presented to the parents and student. The conference includes the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents are provided with the choice of selecting a program that best serves their child's need. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language. A one-on-one interview with the ESL teacher and native language translator is also provided.

Based on this parent choice and the number of ELL students, Bedford Stuyvesant Preparatory High School currently provides a freestanding ESL program. This information is provided to parents during the first Parent Association meeting of each semester.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Although we currently do not have an ELL population, the school would provide assessments in native languages as permitted. Teachers would collaborate with the Spanish teacher and would produce an in-class assessment test that is sensitive to the ELL student's language obstacles. During state standardized assessments, the ELL students would be permitted to take exams using a dual language dictionary according to their native language. The school would administer the NYSESLAT according to state timelines and would use the test results to assess the ELL students' progress. The school would use exam results to reflect and plan for improvement in the ESL program.

Additional Information

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

Bedford Stuyvesant Preparatory High school is pleased to present a comprehensive approach to our ELL program. Through collaborative planning and preparation, guidance support services, content area coursed infused with ESL methodologies, and parent involvement, the school will work diligently on assisting ELL students as they progress toward completion of their high school diploma requirements. Each component of the school is involved in the development, implementation, and assessment of the school's ESL program. Bedford Stuyvesant Preparatory High School is committed to the provision of quality instruction to all of its students.

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bedford Stuyvesant Preparatory High School					
District:	13	DBN:	13K575	School	331300011575	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		72.7	61.5	72.4
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		78.5	85.7	74.8
Grade 9	3	5	7				
Grade 10	29	35	47				
Grade 11	41	29	33	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	42	43	43		0	6	4
Ungraded	0	0	0				
Total	115	112	130	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	8	9	7
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	1	1
Number all others	7	1	0				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	16	14	14
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	9	7
# receiving ESL services only	1	0	TBD				
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	4	43	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	56.3	42.9	50.0
				% more than 5 years teaching anywhere	50.0	50.0	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	79.0	64.3
American Indian or Alaska Native	2.6	1.8	1.5	% core classes taught by "highly qualified" teachers	91.7	100.0	100.0
Black or African American	81.7	84.8	82.3				
Hispanic or Latino	14.8	13.4	13.8				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.8				
White	0.9	0.0	1.5				
Male	50.4	39.3	37.7				
Female	49.6	60.7	62.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	X	40
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander						
White						-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient						-
Economically Disadvantaged				v	v	
Student groups making				3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	60.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	10.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	36.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf