



**BEDFORD ACADEMY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (13/ K/ 595)**  
**ADDRESS: 1119 BEDFORD AVENUE**  
**TELEPHONE: 718 398-3061**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 13K 595      **SCHOOL NAME:** Bedford Academy

**SCHOOL ADDRESS:** 1119 Bedford Avenue, Brooklyn, New York 11216

**SCHOOL TELEPHONE:** 718 398-3061      **FAX:** 718 636-3819

**SCHOOL CONTACT PERSON:** Adofo A. Muhammad      **EMAIL ADDRESS:** Amuhammed@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Johana Aragon

**PRINCIPAL:** Adofo Abdullah Muhammad

**UFT CHAPTER LEADER:** Mr. Steve Burrell  
Ms. Angela Jones resigned effective 10/27/2010, the new president is Donna Russell, which was the Vice President

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Angela Jones resigned effective 10/27/2010, the new president is Donna Russell, which was the Vice President

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Jonel Richardson and Joseph McClamy

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 13      **CHILDREN FIRST NETWORK (CFN):** CFN #10

**NETWORK LEADER:** Dr. Charlene Smith

**SUPERINTENDENT:** Ms. 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/rdonlyres/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
<b>Mr. Adofo A. Muhammad</b>	*Principal or Designee	
Mr. Steve Burrell	*UFT Chapter Chairperson or Designee	
Ms. Angela Jones/Changed as of 10/27/2010 The New PTA President is Ms. Donna Russell	*PA/PTA President or Designated Co-President	
Mr. Lewis	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Mr. Seanluc Acevado</b>	DC 37 Representative, if applicable	
Jonel Richardson and Joseph McClammy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Abu Muhammad	CBO Representative, if applicable	
Alesia Johnson	Member/	
Cluny Lavache	Member/	
Memaniye Cinque	Member/	
Deji Komolafe	Member/	
Donald Day	Member/	
Richard Maxwell	Member/	
L. Burchett	Member/	
Johanna Aragon	Member/	

Alnita Payton	Member/	
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(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

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#### A. School Vision

The vision of Bedford Academy is to provide Central Brooklyn High school students with a small learning environment designed to promote rigorous academic achievement by maintaining small class sizes where the teacher to student ratio is 1:25. Bedford Academy will give students the opportunity to develop academically and socially through a variety of contexts. We offer diverse learning opportunities including, but not limited to postsecondary study, career awareness and community service. Bedford Academy's motto is *"Academic Empowerment is the Birthright of Every Child!"*

#### B. School Mission

Bedford Academy High School is committed to achieving high standards of scholastic excellence for all of our students. Effective instruction along with a conducive learning environment will enable us to promote the development of citizens with normative values coupled with technological skills which will allow all students to prepare for careers in medicine, engineering, and law. Enhancing each student's academic repertoire will impact on their individual challenges in life and thus create positive role models within their communities.

Bedford Academy is permanently located in Bedford-Stuyvesant, Brooklyn, New York during the 2009-2010 school years. This school, which currently houses grades 9 through 12, serves a population of approximately 347 students (including the incoming 9<sup>th</sup> graders) from culturally diverse backgrounds. The current community is home to many immigrants from Europe, the Middle East, Central and South America, the Caribbean, and West Africa. The school is a central part of the community to many of the students and their families. Sharing space with Brooklyn High School of the Arts Bedford Academy is housed in a newly renovated three floor well-kept building owned by student work throughout the school. The site is designed for 10 classrooms, 7 office spaces, 1 science lab, 1 staff lounge, and 1 student cafeteria.

According to the latest available ethnic data 1% of the students are White; 10% of the students are Hispanic; 2% are Asian or Pacific Islander, and 87% are Black. Approximately 7 percent of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, and related services such as speech and language, counseling, and adaptive physical education. The majority of students are from low-income families, and more than 80% qualify for free lunch.

The school houses three (3) 9<sup>th</sup> grade classes and four (4) 10<sup>th</sup> grade classes, four (4) 11<sup>th</sup> grade classes and three (4) 12<sup>th</sup> grade classes all in general education, which include integrated inclusion classes. The average class size throughout the school is twenty-five (25) students. Students are heterogeneously grouped. Current strategies for implementing the New Continuum include team teaching and heterogeneous grouping.

The student body is served by 39 professionals and support staff, including one (1) principal, (1) assistant principal, twenty five (24) teachers, two (2) guidance counselors, two (2) secretaries, one (1) parent coordinator, two (2) school aides, one (1) special education specialist, one (1) additional support personnel, and three (4) school safety officers. 80 percent of the teachers have more than five years teaching experience, and more than 80 percent hold a Masters Degree.

Bedford Academy was ranked the best school in Brooklyn and number two in the city for the DOE report card grades released in the fall of 2009. NYC City Council awarded the school with a Proclamation for Scholastic Achievement in November 2007. This past year, Bedford Academy had a graduating rate of 97% with over 70% of our graduates receiving Advanced Regents Diplomas, 29% receiving regents Diplomas and 1% receiving Local Diplomas. 100% of our graduating seniors received acceptances into a four-year or two-year college. Most graduates received scholarships, grants and awards to attend a college or university.

The major area of concern at Bedford Academy at this point is the low academic growth of some of its students as measured in Science which has been indicated by class report cards and teachers' observations. A review of spring 2010 grade assessments indicated that only 43 % of the sophomore class was tested in Chemistry. Out of the 43% that were tested 78% passed the Regents exam. In addition, regarding Earth Science, 40 students were tested. Out of the 40 students tested 94% passed the Regents examination. Therefore the area of concern is by far Science, in particular Earth Science and Chemistry. This current school year will be focused on the aforementioned curriculum areas.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for teacher consultations, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations. Such an initiative will continue to be aided by our Special Education personnel. Thus, Bedford's Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education students. With continued efforts to address these concerns by staff and faculty and with adequate resources we will maintain the success of our students.

Current strategies for improving instruction and student performance in English Language Arts include continued use of classroom libraries and small class sizes that will further support literacy instruction. In addition, there will be the implementation of a writing mechanics class in the spring semester to accompany the college writing class designed to address the needs of incoming freshman scholars. The two aforementioned courses will focus on the following frameworks:

- Narrative account (personal, biographical, news and historical account, etc.)
- Response to literature (journal entries, review, comparison, etc)
- Narrative procedure (instructional, manual, explanation, etc.)
- Persuasive essay (evaluation, editorial, position paper, etc)
- Informational Writing (news or feature article)
- Fictional Writing (short stories with realistic characters/events)
- Poetry (produce an poetry anthology of original poems that reflect various poetic forms)
- Student Portfolio (produce a compilation of students published writing pieces)
  
- Participate in various discussions and learning groups to examine ideas and challenges (book clubs, accountable talk, partner/small group collaboration)
- Differentiate instruction based on the needs of students
- Demonstration conventions of spelling and grammar and the usage of the English Language

- Interpret and analyze information from textbooks and nonfiction books for young adults, as well as materials, audio and media presentation, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience
- Incorporate technology and library media based activities

Bedford Academy has hired an Assistant Principal in the Spring of 2009, whose chief responsibility is to supervise the mathematics department among others. Bedford Academy high academic standards has and will continue to result in students completing all requirements for the Regents examinations in these subjects by the end of their sophomore year, with a group of students completing pre-calculus in this same timeframe. An additional small group of students are expected to complete AP courses by the end of their junior year. Scholars will also be asked to engage in reflective practices which are based on the following:

- Portfolios
- Journal writing
- Conferencing
- Data tracking/analysis of all assessments
- Accountable talk
- Project based activities

The purpose and focus of science education at Bedford is to offer all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry-based approach that incorporates scientific thinking processes. Bedford students will be encouraged to apply their knowledge to external contexts, whenever applicable across subjects. In order to improve students' of science concepts and instruction, scholars will engage in the following:

- Make meaningful scientific connections to other disciplinary subjects and to the real world
- Work individually and collaboratively to form research and draw conclusions about scientific problems
- Form, organize, and write scientific experiments and present a scientific investigation to other students
- Understand the planning, problem-solving and decision-making process in the designed world
- Students will produce a science journal that will document student experiments and experiences
- Incorporate technology based activities

Bedford Academy will continue to follow the NYS Core Curriculum for Social Studies. The anchor to the program will be Prentice Hall texts and materials. To provide students with a higher level of understanding of basic concepts, the primary focus of the Humanities instructional program will be on high interest, historical fiction document-based questions, and authentic research. Every student, including special education students will be involved in several research projects throughout the year. Projects will be developed in coordination with classroom teachers and outside sources. Students will participate in mock trials and debate competitions (Lincoln-Douglas Debates). Establishment of the pre-Law program during the 2005-2006 has not only emphasized the Humanities but will provide students with a curriculum that will prepare them for the rigorous nature of political science and government courses familiar to college and law school. During their junior and senior years, Pre-Law students are expected to enroll in English and History courses at CUNY Medgar Evers

College. Bedford Academy established internships with the Brooklyn District Attorney's Office and the New York Attorney's Office within the Brooklyn judicial system. Currently Bedford Academy has created a partnership with the New York Attorney's office and five of our scholars are currently engaged in an internship program. In addition, in the fall of 2010 we will establish a Pre-law program with SUNY Farmingdale. Bedford Academy scholars in social studies will also engage in the following constructs:

- Form questions, collect data, and organize research on a specific topic which is relevant to the student's surroundings.
- Create portfolios of their best class work
- Engage in accountable talk and critical thinking and discussions around key social studies concepts.
- Classes will use supplemental materials that are reflective of events in the subject matter.
- Form inferences based on textual information and prior knowledge.
- Understand different points of view.
- Make connections between past and present events.
- Incorporation of technology into the social studies core curriculum area through the use of project stretch and smart boards.

There is also the establishment of a pre-engineering program that started in February of 2009. The program is predicated upon a relationship Bedford Academy has developed with **Polytechnic University**. The program is designed for juniors who have high interest levels in engineering. Students will take courses at Polytechnic University, the course takes place on Monday's and Wednesday's. Students from Bedford Academy will engage in a lab, large lectures and recitations over the course of the aforementioned days. In September of 2009 scholars associated with the program will receive three college credits at the completion of the course.

One of the barriers to full implementation of technology throughout the curriculums at Bedford Academy has been the limited development of a computer lab due to constraints in classroom space. However, technology will be infused into all curricular areas through the use of in-classroom computers, mobile laptop labs, and a state-of-the-art Library Media Center, which can be on-line in September of 2009. Students will have multiple opportunities to use technology to demonstrate and support their learning.

Officially partnered with the adjacent Bedford YMCA, the physical education classes are an integral part of the school curriculum. We currently house the following athletic teams: PSAL Boys and Girls Indoor/Outdoor Track & Field and Boys and Girls JV Basketball teams, Girls Volleyball and Archery teams. We continue to offer a fitness health program for the parents of Bedford Academy. During the 2009-2010 school years, Bedford Academy hopes to expand its athletic programs to include the following teams: lacrosse, golf, double-dutch, baseball and softball.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all students performing in Levels 1 and 2, students deemed to be at risk, including students in special education will receive appropriately targeted services. The school has developed the following Academic Intervention Service program: Peer to Peer tutoring and mentoring, Staff to Student academic mentoring program, before and after school tutoring, Saturday prep, SAT prep, 9 to 9 Regents Prep and the Summer Bridge Program.

An after-school instructional program is offered to students from Mondays through Thursday between 3:30 to 5:30 PM. Teachers work with students in small group settings in all academic disciplines. Teachers and students, using an interactive model, share test-taking strategies, apply the skills to real text and respond to

focused writing tasks. All participating students, including special education students, will be grouped based on assessed needs for additional instruction to improve literacy/math/science skills. Teachers and college students, under the guidance and instruction of Bedford Academy instructors, reinforce the concepts and curriculum taught during regular school hours. However, it must be noted that all academic intervention services are ultimately contingent upon budgetary concerns which enable the programs to be sustained.

Our Saturday Academy instructional program enables students to enhance, enrich, and extend literacy/mathematics/science strategies acquired during the daily and after-school programs. During the Saturday Academy students develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students are involved in projects that require them to discuss ideas (language/listening development). Students work in various learning settings; i.e., paired, small groups, or individually. They do extensive reading to develop schema around specific topics. Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used. These books will be aligned to the themes being developed during the daily instructional program to ensure an in-depth understanding of text. Students throughout the grades have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult.

Professional development is coordinated by a Professional Development Team, which includes the principal, UFT Chapter Leader, and teacher leaders, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team provides a two-tier approach to staff development. On one level, they work with staff to strengthen their knowledge base in literacy, mathematics, and other content areas. The second level, implemented concurrently, focuses on effective practices in the delivery of instruction. Most professional development sessions are delivered in weekly consultations with the cabinet team, pupil personnel team, least restrictive environment committee; Monthly school leadership team meetings, department meetings, and full staff meetings.

Bedford Academy will take a continuous improvement, data-driven approach to improving student performance, using item analysis, portfolio assessment, Regents results, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, students will be administered benchmark assessments in reading, mathematics, and content areas. Item skills analyses, i.e., the interim assessments, will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions.

The school's Family Support Team, with representation by administration, staff, parent, and support personnel, tailors pupil personnel services and policies to meet the needs of our educational community. The Family Support Team focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources.

At Bedford Academy, we recognize that families and other community members are a vital part of all student' academic and social success, and consider family involvement and essential ingredient for a successful education program. However, currently only about fifteen percent of parents are actively involved. We have no space for an active Family Room although PTA committees have met in the parent coordinator's office or the library/study hall. Our continuing efforts will focus on a school-wide focus on increasing parent and community involvement. To support parent involvement efforts, our parent coordinator has remained very active in serving as a liaison between the school and the community.

The Federal, State and Local programs for which our school receives allocations are as follow: Tax Levy, PCEN, Chapter 53, ERSSA Special Needs/AIS, IDEA Special Needs/AIS, Part 154 Bi/LEP

Although our school budget for SY'2008-2009 is still in the process of development we expect that we will continue to receive allocations from the funding sources listed above.

There are several key features that are found in high schools using the small school concept: (*Wasley & LEAR*)

- Concentration on a few goals that all students will meet through projects and other learning activities.
- School develops its own culture around hard work, high aspirations, respect for others and the expectation that all students will succeed.
- School's organization is flat, with broadly distributed leadership.
- Professional development is ongoing, embedded and site specific.
- Strong and ongoing relationships with parents.
- Engagement of the community in educating young people.

Bedford Academy, which opened in September 2003, follows the small school concept. In an effort to prepare students for the new school, incoming freshman students are required to attend our summer school Bridge Program that will focus on English Language Arts, Mathematics, and Living Environment.

Bedford Academy students are expected to fulfill the New York State Regents requirements. This is the first of the three prongs of the Bedford Academy graduate's portfolio. The school's specific standards, which bolster the mission statement, keep the students at the center of their developmental process. Bedford Academy students will learn a majority of content area instruction in the classroom with their cadre of building-based teachers. However, they will also receive a curriculum mindful of youth development principles and an array of career development experiences both within the walls of the school building and within the halls of the organizations and institutions Bedford seeks to develop partnerships with.

Current research continually supports creation of smaller learning communities as a means of raising academic outcomes. The underlying factor leading to higher achievement is the nurturing of an individual.

The Bedford Academy experience will lead to more students graduating from school and having successful postsecondary experiences. However, emphasis will not be placed on low-wage, unskilled job development that locks Central Brooklyn residents in the present condition of underachievement and underemployment. This model has community development at its foundation. Additionally, it shares a reciprocal relationship between the development of its youth who can become highly skilled employers, and leaders of the workforce once they receive educational based support.

The second aspect of Bedford Academy curriculum standards is the college preparation prong. Bedford Academy has developed relationships with Polytechnic University and Brooklyn College in an effort to develop a significantly progressive curriculum for 11<sup>th</sup> and 12<sup>th</sup> grade scholars in an effort to prepare them for institutions of higher learning. This curriculum will include the listed elements (adapted from Institute for Student Achievement presentation to Benjamin Banneker High School):

- Inquiry based approach to curriculum and instruction that promotes higher order thinking, self-discipline and effective work habits
- Emphasis on literacy and numeracy across the curriculum
- An intensive college prep focus in all grades, 9<sup>th</sup> – 12<sup>th</sup>, including college tours, PSAT and SAT preparations, individual college planning, parent information and courses at local colleges
- Multiple forms of assessment, including performance assessment

- Alignment with New York State standards to ensure that students pass applicable state exams

The third prong of the Bedford Academy curriculum is the career preparation methodology, which is based on the Extended Learning Opportunities concept. Programs that make creative use of time and resources outside of the usual school building and school day to engage young people in intensive worksite learning that is potentially credit bearing towards high school graduation and college study. This aspect of the Bedford Academy curriculum will help students acquire the skills, abilities and labor market information needed to make a smooth transition from school to career oriented work or further education or training. Based on the aforementioned concepts, Bedford Academy has established a partnership with **SUNY Farmingdale** for a Life Sciences Program which takes place on Saturdays and is based on 10 session course designed to establish the fundamental concepts necessary for practitioners in the field of medicine. Bedford Academy has also established a relationship with the **Borough of Manhattan Community College (BMCC)** which will establish a mathematics and pre-Engineering program this fall, in addition to our program at **NYU Polytechnic University**. The career preparation internships and opportunities intend to have substantial impact on the preparation of youth for a first job in a high-skill high wage career after college and in increasing work-based and school based learning, linking occupational and academic learning, and strengthening the linkage between secondary and post-secondary education.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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					
<b>School Name:</b>	Bedford Academy				
<b>District:</b>	13	<b>DBN #:</b>	K595	<b>School BEDS Code:</b>	331300011595

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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			
<b>Enrollment: 342</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.5	91.8			
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					97.1	97.9			
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9			84	<b>Students in Temporary Housing: Total Number</b>					
Grade 10			101	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11			87						
Grade 12			71						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	342	325	343		0	3			
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	5		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	3		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	18	19	26
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	6	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	1
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1.2	1.8	1.09	Percent more than two years teaching in this school	27.8	42.9	42.9
Black or African American	88.9	88.3	90.16	Percent more than five years teaching anywhere	38.9	28.6	28.6
Hispanic or Latino	9.4	9.5	6.83				
Asian or Native Hawaiian/Other Pacific Isl.	.6	.3	1.64	Percent Masters Degree or higher	72	62	62
White	0	0	0.27	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	98.4	98.4
Multi-racial	0	0	0				
<b>Male</b>	46.2	43.7	55.7				
<b>Female</b>	53.8	56.3	44.26				

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 type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓	✓	✓
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Well developed
<b>Overall Score</b>	103.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	13.6	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	23.7	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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 school's 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?
- 

There are several student trends that can be identified, which exemplify scholarship; however the student trend that can be readily identified is based on student's negative proficiency levels in chemistry. Although Bedford Academy has enjoyed profound success as it relates to the administering of high stakes examinations commonly called the Regents examinations, Chemistry has continued to plague the academy since the school's inception. Therefore, we have established a Regents prep class specifically designed for the scholars who did not pass the aforementioned examination. The class is being instructed by one of our two chemistry teachers. The classes meet five days a week, in addition the scholars are provided with tutorial services on Tuesday and Thursday evenings from 4 p.m. to 6 p.m. by a Chemistry teacher. Furthermore, scholars are also provided with tutorial services on Saturday's from 10 a.m. to 1p.m. The greatest challenge to this program is the attendance of the scholars in the after-school and Saturday sessions. In addition, there is assistance provided by Medgar Evers in regards to tutors and supplementary equipment given to improve student outcomes. In addition to Chemistry, Earth Science has now been identified as an area of need to be focused on. The science department apart from Living Environment will be reviewed more and observed on a weekly basis to deal with trends, student engagement, teacher-student interaction, instructional methodologies and classroom management.

The greatest accomplishments over the past couple of years have been the ability of the school to respectively maintain graduation rates that range around 97%. In addition, The Regents examination scores the scholar has been able to obtain also is a measure of success.



## 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.

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Bedford Academy has three primary goals for 2009-2010. The basis if the goals are predicated on student outcomes. Although Bedford Academy enjoys enormous success, there are a number of concerns that should be addressed. The three goals are as follows:

### **1. Increase proficiency in Science: Earth Science and Chemistry:**

In an effort to make sure there is significant progress as it relates to Earth Science and Chemistry one of the primary goals of the forthcoming school year is to increase student outcomes and make sure that the scholar's services in the two aforementioned academic areas achieve academic upward mobility through the following strategies:

#### **Action Plan:**

- Double block classes to provide more time on task and increase the number of credits scholars can accumulate
- Increase the number of observations and walkthroughs to observe instructional quality, student interaction, accountable talk, development of student portfolios and classroom management methodologies
- Provide students with peer mentors and peer tutors
- Tutorial services will be provided on Saturdays from 10 a.m. to 1p.m.
- Tutorial services are also provided on three Saturdays prior to the January and June 2010 Regents examinations from 9 a.m. to 9 p.m.

#### **The evidence that will reveal success is based on the following:**

- Student Progress Reports
- Student Marking Period Grades
- Student Failure Reports
- Attendance trends in Bedford's Tutorial programs
- Regents Examination scores will increase in Chemistry from **78% to 80%** student proficiency.
- Regents Examination scores will increase in Earth Science from **84% to 87%** student proficiency.

2.

**Continue Bedford Academies Regents front loading program in Global Studies , which culminates in a Regents exam in one year as opposed to two years:**

In an effort to provide the current freshman class and current sophomore class with a college readiness program when they become juniors, it is imperative that Global Studies be streamlined to one year as opposed to two. **85%** of the current sophomore class will take and surpass the Global Studies Regents examination in one year as opposed to two. Once the scholars have obtained the Regents in Global Studies they can move into Advanced Placement World history classes. Last year 99% of the scholars that took the Global Studies Regents exam in one year showed proficiency on the exam. In an effort to create a comprehensive action plan the following dynamics will take place:

**Action Plan:**

- Scheduled classes in an effort to double block time in order to give scholars the opportunity to have more time on task to master the curriculum
- Provide Tutorial Services for scholars
- Castle Learning on-line homework system
- Diagnostic exams given in January and May of 2011

**The evidence that will reveal success is based on the following:**

- Student Progress Reports
- Student Marking Period Grades
- Student Failure Reports
- Attendance trends in Bedford's Tutorial programs
- Regents Examination scores

3.

**Develop a comprehensive Professional Learning Community:**

In an effort to create synergy and collective understanding of the values and mission of Bedford Academy, a comprehensive professional development plan will be created which will be based on the framework of Alan Blankstein's Failure Is Not an Option program. The program is based on the following 6 fundamental points:

- Common Mission, Vision, Values, and Goals
- Ensuring Achievement for All Students: Systems for Prevention and Intervention
- Collaborative Teaming Focused on Teaching and Learning
- Using Data to Guide Decision Making and Continuous Improvement
- Gaining Active Engagement from Family and Community
- Building Sustainable Leadership Capacity

## **Action Plan:**

- Teachers will be expected to create goals for themselves and students. The goals will be assessed on an interim basis in February and analyzed again in June for competency. Each individual teacher will be interviewed during the month of September by me in an effort to ascertain their personal and student related goals. During the conference, the teacher will help to develop their own individual professional development plan which will focus on three core areas:
  1. Planning and Preparation
  2. Instruction
  3. Classroom Environment
  
- Engage in a comprehensive online grading program designed to engage parents and students in real time up to date progress reports which will enhance their professional practice and create a stronger cohesive bond with parents.
- Implement an action plan which outlines the first semester's guidelines for teachers and benchmarks they are expected to meet on a monthly basis. In addition, a collective of teachers will help develop the second semesters action plans which will also focus on the following:
  1. Assessments
  2. Guidance
  3. Academic Intervention Services
  4. Implementation of Technology
  5. Parent Involvement
  
- Engage in an assortment of planning teams which include but is not limited to:
  1. Community Outreach
  2. Attendance Committee
  3. College Advising
  4. Freshman Watch Program
  5. Cabinet Team
  6. Grade Meetings
  7. Data Inquiry
  8. Senior Affairs

## **The evidence that will reveal success is based on the following:**

- Teacher Failure Report
- Student class grades
- Student Progress Reports
- Student competency on Regents examinations
- Environmental Survey Results



## 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 (where relevant):** Chemistry

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The area of need that will be identified will be Chemistry. Last year’s results revealed that only 78% of the scholars passed the Chemistry Regents. However only 43% of the students were tested in the class. This year’s goal is to test 60% of the students while making sure that 85% of them will achieve academic success.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The action plan outlined will be based on four specific strategies:</p> <ul style="list-style-type: none"> <li>• Tutorial services will be provided on Saturdays from 10 a.m. to 1p.m.</li> <li>• Tutorial services are also provided on three Saturdays prior to the January and June 2010 Regents examinations from 9 a.m. to 9 p.m.</li> <li>• Tutorial services will be provided on Tuesday’s and Thursday’s from 4p.m. to 6p.m.</li> <li>• There is a Regents prep program designed to assist scholars who did not master and pass the Chemistry examination in June of 2011. However, that is contingent upon the academic scholarship of the students. The prep class is integrated into the regular school day; therefore scholars are given specific instructional support in Chemistry five days a week.</li> <li>• The Target population is 25 to 40 scholars</li> <li>• The implementation of the action plan was instituted in September of 2010 and will last until June of 2011, however the length of the program is predicated upon the number of scholars that pass the January 2011 Regents examination.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>The resources utilized are teacher per session and a partnership with Medgar Evers University to provide funds to sustain the Tuesday's and Thursday's program. In addition, school funds will be utilized to assist the program, primarily funds for per session.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be shown based on the following benchmarks:</p> <ul style="list-style-type: none"> <li>• Student report card grades</li> <li>• Diagnostic Examinations</li> <li>• Regents Examination grades</li> <li>• Student Journals</li> </ul>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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	80	80	80	80	4	0	0	0
10	10	82	82	82	4	0	0	0
11	10	16	20	30	6	0	0	0
12	15	10	20	5	5	0	0	0

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p>After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in ELA. The Saturday Academy will also allow student additional opportunity to received assistance. In addition, scholars will be provided tutorial services after-school Monday through Thursday and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2011.</p>
<p><b>Mathematics:</b></p>	<p>After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Mathematics. The Saturday Academy will also allow student additional opportunity to received assistance. In addition, scholars will be provided tutorial services after-school Monday through Thursday and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2011.</p>
<p><b>Science:</b></p>	<p>After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Science. In addition, scholars will be provided tutorial services after-school Monday through Thursday and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June 2011. The Saturday Academy will also allow student additional opportunity to received assistance.</p>
<p><b>Social Studies:</b></p>	<p>After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Social Studies. In addition, scholars will be provided tutorial services after-school Monday through Thursday and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January of June 2011. The Saturday Academy will also allow student additional opportunity to received assistance.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>The students that will be serviced will be provided counseling and strategies to deal with conflict resolution, peer mediation and character development.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>N/A</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>N/A</p>

**At-risk Health-related Services:**

**N/A**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

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**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) 9,10,11, and 12      Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers Five      Other Staff (Specify) \_\_\_\_\_

**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.

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We offer a free standing ESL program, there is one ESL student, and therefore it is direct instruction. The student is placed in the advance level as a result of the NYSELAT exam. Bedford Academy utilizes the push-in model for content area studies. The student in question receives Academic Intervention Services in all academic areas in particular in English which is offered Monday through Friday and on Saturdays. The student will receive part time instruction from a fully certified ESL instructor the student is an advanced ESL student and will receive 180 minutes of instruction. Additionally, all of our staff members are certified in their instructional areas. ELL scholars will be provided with the following academic intervention services:

- Saturday Academy from 10:00 a.m. to 1:00 p.m.
- After-School tutorial Services from 3:30 p.m. to 5:30 p.m.
- 9 to 9's which focus on preparing scholars for high stakes examinations prior to January and June 2011 Regents examinations
- Counselor Watch Program, that focuses on scholars who experience academic difficulties
- Peer to peer tutorial services which assist scholars on a one to one basis with small group instruction at the center of its intensions

**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.

The professional development will be provided by Bedford Academy’s network team and an internal professional development team that analyzes teacher instructional practices and makes recommendations based on teacher need which will drive instructional best practices.

Attachment:

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**Section III. Title III Budget**

School: Bedford Academy BEDS Code: 331300011595

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$75,000  \$ 4,999	<p><b>Per session activities include after-school tutorial services Monday through Thursday, Saturday Academy from 9 a.m. to 12 p.m. and a 9 to 9 program which is implemented three to four Saturdays prior to the January and June Regent’s examinations.</b></p> <p><b>Per diem will be used for absent teachers or for coverage’s.</b></p>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$10,000 Hope Foundation  \$4,000 Advanced Placement Classes	<p><b>The Hope foundation is designed to improve instruction, facilitate change, and develop professional development plans. There will be several meetings with teachers and the school leadership team to develop the following overall aspects of a professional learning community:</b></p> <ul style="list-style-type: none"> <li>• Common Mission, Vision, Values, and Goals</li> <li>• Ensuring Achievement for All Students: Systems for Prevention and Intervention</li> <li>• Collaborative Teaming Focused on Teaching and Learning</li> <li>• Using Data to Guide Decision Making and Continuous Improvement</li> <li>• Gaining Active Engagement from Family and Community</li> </ul> <p><b>In order to implement one the overall goals of the school is to implement more Advanced Placement classes therefore several teachers will be trained to teach Advanced Placement classes in English and U.S. History.</b></p>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	\$50,000	<p><b>Supplies will include paper, pens, pencils, audio/visual equipment. In addition</b></p>
<b>Educational Software (Object Code 199)</b>	\$3,427	<p><b>Develop materials for student-teacher-parent communication in the form of a system called School Messenger. In addition more supplementary materials will be used for Science project based materials.</b></p> <p><b>Purchase digital equipment in an on-going effort to infuse technology into the classroom. The software will focus primary</b></p>

		areas of concern which include Chemistry and Earth Science.
<b>Travel</b>	\$15,000	<p>Based on a new program emerging out of York College, which is predicated upon our pre-med curriculum, scholars will be bused from Bedford Academy to Queens for the program which will take place on Saturday's. The program will provide 11<sup>th</sup> grade students with 14 college credits and Seniors with 12<sup>th</sup> grade credits.</p> <p>Additional funds if they remain will be used for buses for our sports teams.</p>
<b>Other</b>		
<b>TOTAL</b>	\$162,426	

### 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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**There is a small ELL population in Bedford Academy High School and we ensure that all of our students and their families are appropriately integrated into our school community.**

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.

**Home language surveys are conducted on students as they enter the public education system. This data is available to us through ATS and student records. In addition, when a student is receiving an initial evaluation for special education, a home language survey is conducted by a social worker. Further, reports are generated twice per school year to enable us to efficiently identify who all of the ESL students are within our population. When students have been identified as students from bilingual homes, a variety of methods are used to ensure that they are fully integrated into the educational activities at Bedford Academy High School. Translation services are available as necessary through outside vendors. Our school is staffed with bilingual employees who answer the phones daily, and interpret information for our parents, teachers and guidance counselors. In addition information is translated for parents as needed by internal staff in Spanish, Creole and French. Services for additional languages can be accessed externally by our school staff as needed.**

#### **Part B: Strategies and Activities**

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

**When oral interpretation services are required by a family a request is made to the main office. If the required language is a language that we can support internally then the designated staff member is contacted to provide the required translation services. If the school administration determines that the language required cannot be supported internally, then a request is made to obtain the services of an outside provider to meet the needs of the family.**

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.

**As indicated above, we are staffed to address the needs of our families where English is not their primary language. We will seek the services of an approved outside provider to address the needs of our students whose parents speak other languages. Should our demographics shift to require additional translation services we will seek to meet the needs internally first through a staff member and if the required language is unavailable then we will outsource services as needed as per DOE protocols.**

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 maintain a record of student and parent languages in ATS. Translation services are provided by in-house staff and outsourced as needed and if the language required cannot be supported internally then a request is made to obtain the services of an outside provider to meet the needs of the family. Letters of notification are sent home in dual languages. The parent's bill of rights is distributed at the beginning of the school year. Late registrants receive this document upon admission to the school. A list of supported languages is displayed clearly in the main lobby at the school.**

**The above referenced regulation is disseminated to all families annually.**

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$296,426.00	\$296,426.00
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **86%**
6. If the percentage of high quality teachers during 2008-2009 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. **Teachers will be given the opportunity receive professional development and educational opportunities to enhance their qualifications.**

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

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents 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.

- 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.

## **The activities outlined for the School Wide Programs include the following instructional and social interventions:**

- After-school tutorial services (Monday through Thursday, 3:30 p.m. to 5:30 p.m.)
- Saturday Academy (10 a.m. to 1 p.m.)
- 9 to 9's three to four weekends prior to high stakes examinations (Regents Examinations)
- Counselor Watch Program
- Students of Promise (School Wide intervention program)
- Peer to Peer Academic Interventions

## **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 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.

## All Funds have been consolidated

The funds will be reflected in per session for the following programs:

- After-school tutorial services (Monday through Thursday, 3:30 p.m. to 5:30 p.m.)
- Saturday Academy (10 a.m. to 1 p.m.)
- 9 to 9's three to four weekends prior to high stakes examinations (Regents Examinations)
- Counselor Watch Program
- Students of Promise (School Wide intervention program)
- Peer to Peer Academic Interventions

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**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.

**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" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			*			
Title I, Part A (ARRA)	Federal				296,426		
Title II, Part A	Federal			*			
Title III, Part A	Federal			*			
Title IV	Federal			*			
<b>Part D: TITLE I TARGETED ASSISTANCE SCHOOLS</b>							
<b>Directions:</b> Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under IDEA.							
<b>Tax Levy Note:</b> 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.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
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:

**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.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Non Applicable      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

SURR Area(s) of Identification: Non Applicable

SURR Group/Phase: \_\_\_\_\_ Year of Identification: \_\_\_\_\_ Deadline Year: \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>



## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

### **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). **There are currently four students in temporary housing who attend Bedford Academy.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **The funds would be used to support these students academically as well as provide emotional support. Funds would be set aside for after-school tutoring and for per session for either a guidance counselor or school social worker.**
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. We have not received any funds as they relate to students in temporary housing. We will contact the STH liaison for assistance.

## APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

## **Parental Involvement Strategy Policy**

### **I. Statement of Purpose**

Bedford Academy is committed to the goal of providing the highest quality education to prepare our students for academic, emotional, and social success. We want to establish a strong commitment to partnerships with parents and with the community. Everyone gains if schools and homes work together to promote high achievement for our children. Neither home nor school can do the job alone. Parents play an extremely important role as the child's first teacher. Parental involvement with their child and school is critical to a student's success every step along the way. Progress reports are generated from an automated system called Engrade. It provides real time updated information regarding the students' progress year round. Additionally, six report cards are provided to parents to keep them informed of their child's academic progress. It should be noted that we recognize some students may need extra assistance. This is made available through the Title I Program, as well as other programs to reach grade level success. Further, Bedford Academy intends to include parents in all aspects of the Title I Program. The goal is to develop a partnership between parents and Bedford Academy. This will help all scholars in our school succeed.

## **II. Parental Involvement in Developing the Policy**

Parents, members of the community, and school staff will meet to discuss the implementation of the Parental Involvement Policy. Bedford Academy will actively recruit participation through various avenues of publicity, such as the school newsletter, teacher input, and other parent recommendations. Our School Leadership Team, PTA Executive Board and collective PTA body will help implement changes and/or suggestions.

## **III. Annual Meetings for Title I Parents**

Bedford Academy will hold meetings for parents during each school year. Parents will be informed of new Title I guidelines and the variations from the previous year's program. Copies of the current Parent Involvement Policy will be distributed at the beginning of every academic school year. Parents will be encouraged to become involved in the modification and updating of the policy when necessary. We will use the results of the evaluation of parent surveys in determining strategies for school improvement. The meetings will be held at both convenient times and locations. Services from the Translation and Interpretation Unit will be made available for families where English is not their primary language. Participation will be encouraged through other methods, such as newsletter articles, reminder notes, and phone calls from parent volunteers.

## **IV. School - Parent Compacts**

In accordance with Title I regulations, each school must develop a parent student compact with the parents of students participating in the program. The compact will enable the school and parents to share the responsibility for student performance and success. The compact will explain how students, parents, and staff will share the responsibility for promoting student achievement. Members of the school community will be consulted in the design and implementation of the compact. All parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students accomplish their goals. Students' goals will vary per grade level. Parents, teachers, administrators, and students will sign the compact. Parents will be encouraged to discuss the contents of the compact with their child.

## **V. Types of Parent Involvement**

Parent involvement activities will be fully integrated into the School's Improvement Plan process for academic accountability. Elements of this plan will include:

1. Regular Communication with Parents: In order to build consistent and effective communication between the home and the school, regular communication will include:

- School Newsletters
- Parent and Student Handbook
- Special Event/Reminder Notices
- Engrade/Report Cards
- Parent Teacher Conferences

- PTA Meetings
- School Calendar
- School Website
- Automated Call System called School Messenger

2. Parent Participation Opportunities: These are opportunities to help parents support their children's academic efforts and social development. They provide parents with techniques and strategies they may utilize to improve their children's academic success and assist with learning at home. Some of these activities may include:

- Parent Workshops
- Special Events

### **VI. Matching Programs to the Needs of Our Community**

The community will be consulted in the design and implementation of the Title I Program. Parent and student needs will be assessed through questionnaires and parental suggestions targeted at creating a successful school environment. Our school will welcome and promote parental involvement suggestions from parent volunteers on the Parent Advisory Committee. The Teacher Parent Involvement Team will generate ideas to involve parents in the success of our students. Parent workshops and programs will be tailored to meet the unique student and parent needs. Through the use of the school newsletter and reminder notices, parents will be informed of activities. Parents may call the school at any time to express an interest in a particular workshop or to make a suggestion. After all, Bedford Academy has an open door policy.

### **VII. Staff/Parent Communication**

Various avenues of communication are made available to parents throughout the school year. They may utilize the following to establish and maintain an open line of communication:

- Conferences (Call in advance to request a translator)
- Personal Contacts
- Written Notices (Written in English, Spanish and applicable languages)
- All staff will be trained in effective communication to work with parents and community members.

### **VIII. Evaluation**

Parents will be asked to give input about the effectiveness of the Title 1 Parental Involvement Program and offer suggestions for improvement. The evaluation procedure will include assessment of the Parent Involvement Policy as well as recommendations for improvement in emergent areas. Our school will conduct an ongoing assessment of parent involvement initiatives. These opportunities will allow the school to evaluate the effectiveness of these initiatives and the responsiveness to parents' concerns. Examples of assessment opportunities that would be appropriate are:

- Responses to the annual parent surveys.
- Increase in the number of parents involved in school activities.
- Attendance at parent teacher conferences.
- Professional development for staff regarding how to work effectively with parents and develop involvement strategies.

Full realization of the partnership will be achieved through the ongoing commitment and active participation by home and school.

### **3. 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 activities, services, and programs. The 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. It will also outline 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 (8) major languages on the NYCDOE website. Schools and parents, in conjunction with students, are encouraged to include other relevant and agreed upon activities and actions to promote the compact. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

#### **SCHOOL - PARENT COMPACT**

School Name: **Bedford Academy**

**The school and parents will work cooperatively to provide for the successful education of the children:**

#### **THE SCHOOL AGREES/THE PARENT/GUARDIAN AGREES**

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved. To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy. To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning. To actively involve parents in planning, reviewing and improving the Title I programs and the Parental Involvement Policy through the following:

- To provide parents with timely information about *all* programs
- To provide performance profiles and individual student assessment results for
- To provide high quality curriculum and instruction
- To deal with communication issues between teachers and parents through parent-teacher conferences at least annually
- Frequent reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their children's academic success
- Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on graduation requirements, financial aid, and College/University protocols. Additional workshops include the following:

- Attendance at school
- Homework
- Positive student behavior
- Share the responsibility for improved student achievement
- Communicate with his/her child/children's teachers about their educational needs
- Ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

*We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.*

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Signature of Principal/Teacher Date      Signature of Parent/Guardian Date

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Bedford Academy High School					
<b>District:</b>	13	<b>DBN:</b>	13K595	<b>School</b>		331300011595

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		91.8	92.4	91.2
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.9	97.0	97.4
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		51.8	68.1	66.6
Grade 8	0	0	0				
Grade 9	98	80	81	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	90	100	93	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	74	87	103		0	15	4
Grade 12	74	75	86				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	336	342	363	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	0	4	10
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	9	9
Number all others	17	16	14				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	19	21	22
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	9	7
# receiving ESL services only	0	1	TBD				
# ELLs with IEPs	0	1	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	1	0	1
--	---	---	---	---

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
	0	0	6	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	42.9	47.8	54.5
				% more than 5 years teaching anywhere	28.6	34.8	59.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	62.0	65.0	81.8
American Indian or Alaska Native	1.5	1.5	1.1	% core classes taught by "highly qualified" teachers	98.4	79.2	93.3
Black or African American	89.9	88.3	90.1				
Hispanic or Latino	6.8	6.1	6.9				
Asian or Native Hawaiian/Other Pacific	0.9	1.2	1.7				
White	0.6	0.0	0.3				
<b>Male</b>	45.5	44.4	44.1				
<b>Female</b>	54.5	55.6	55.9				

#### 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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated 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:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

#### 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**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

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		
<b>Student groups making</b>				<b>3</b>	<b>3</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	90.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	54.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>CFN 110</b>	District <b>13</b>	School Number <b>595</b>	School Name <b>Bedford Academy</b>
Principal <b>Mr. Adofo A. Muhammad</b>		Assistant Principal <b>Ms. Cluny Lavache</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Ms. Garry</b>		Guidance Counselor <b>Mr. Steve Burrell</b>	
Teacher/Subject Area <b>Mr. Southwood</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Ms. Aragon</b>		Parent Coordinator <b>Ms. Pamela Tate</b>	
Related Service Provider <b>DOE</b>		Other <b>N/A</b>	
Network Leader <b>Dr. Smith</b>		Other <b>N/A</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>25</b>

### C. School Demographics

Total Number of Students in School	<b>366</b>	Total Number of ELLs		ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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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.

Paste response to questions 1-6 here

1) At this moment we do not have any English Language Learners (ELL) in our school. Should we get any ELL students the following steps will be taken.

- Ms. Garry, English as a Second Language teacher and/or Mr. Southwood, Special Education teacher will present parents with New York City Department of Education's Home Language Identification Survey (HLIS) form in their first language (if the HLIS is not in their home language we will contact the NYCDOE's Translation and Interpretation Unit.

- Ms. Garry or Mr. Southwood will conduct the oral interview process with the parent and child. Base on the oral interview and HLIS, the student will be given the New York State English as a Second Language Assessment Test (NYSESLAT) LAB-R.

- While the student is taking the LAB-R, the parent will be watching an orientation CD for parents of ELL. The CD is issued from the Office of English Language Learners. This CD explains all three (3) educational programs in NYC public schools. The CD will be shown in the parent's home language. If necessary we will contact NYCDOE's Translation and Interpretation Unit if a parent's home language is not one of the languages on the CD. After viewing the CD, the parent is given the brochure titled, Guide for Parents of English Language Learners, research material on ELL and any questions that will be asked.

- After the student's LAB-R exam is graded the student's level is presented to the parent. The parent is given the HLIS program selection survey form to make a choice by selecting 1, 2 and 3 according to which program is their first, second and third choice.

2) At this moment we do not have any ELL in our school. Should we have any students, this how we would proceed. While the student is taking the LAB-R, the parent will be watching an orientation CD for parents of ELL. The CD is issued from the Office of English Language Learners. This CD explains all three (3) educational programs in NYC public schools. The CD will be shown in the parent's home language. If necessary we will contact NYCDOE's Translation and Interpretation Unit if a parent's home language is not one of the languages on the CD. After viewing the CD, the parent is given the Guide for Parents of English Language Learners brochure; research materials and any questions will be asked. After the student's LAB-R exam is graded the student's level is presented to the parent. The parent is given the HLIS program selection survey form to make a choice by selecting 1, 2 and 3 according to which program is their first, second and third selection. Once the selection process is completed we have 10 days to place that student.

3) At this moment we do not have any ELL in this school. Should we have any students, this how we would proceed. If we have any ELL the oral evaluation and completion of the HLIS form would take place at the school. Any ELL forms and/or letters completed in school or sent home are kept in the student's cumulative folder and copies are kept in the school's ELL folder.

If a parent request to take the HLIS home he or she will be made aware that failure to return the form will result in an automatic placement of their child in Transitional Bilingual Education (TBE) program.

4) At this moment we do not have any ELL in this school. Should we have any students, this is how we would proceed. If no Transitional Bilingual Educational services are provided then we will offer to parents other school in the communities that have TBE services. Periodically we will review HLIS selection forms and if there are twenty (20) parents requesting TBE then we will open TBE class to meet their needs.

5) At this moment we do not have any ELL in this school.

6) If we have ELL in the school, the program model would be a lined with the population. At this moment we have no ELL, if we did this is what will do.

# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>											0
<b>Total</b>	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
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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.

Paste response to questions 1-4 here

1. a. At this moment we do not have any ELLS. However, this how we would proceed. We push-in with a ESL teacher. Scholars who are identified as being ELLS are given a specific schedule which outlines the times in which they will receive direct services above and beyond the push-in model. All students are given an individualized plan which does not allow them to travel together.

b. At this moment we do not have any ELLS. However, this is how we would proceed. Scholars are also given separate program schedules, based on academic needs and status. The scholars are placed in heterogeneous classroom structures with the assistance of an ESL instructor to support the learning process. Small classroom structures are offered with the following assistance:

- \* After-school tutorial services
- \* Saturday Academy
- \* 9 to 9's prior to any state examination
- \* One to One sessions with ESL teacher
- \* Peer to peer mentoring
- \* Guidance Conferences
- \* Translation and interpretation services
- \* Parent grade level conferences
- \* Parent/Guidance conferences

2. At this moment we do not have any ESL students, however this is how we would proceed. Our classroom curriculum, structures, and bell schedule meet the requirements needed to meet the time frames for ESL services.

a. Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations, to join different clubs in the building
- \* Data Team will share progress with staff members and provide PD on best practices for students served
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the school's administration works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the free standing classes, we will ensure that the CR Part 154 requirements is followed.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms, provide reading materials with different levels of reading

3. At this moment we do not have any ELL's, however this is how we would proceed:

Implications for LAP in all Content Area's:

- In order to assist map out student specific needs.
- Encourage and coach Math, ELA, Science, and Social Studies teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and CFN Network 10. Outside professional development will be provided, example the foreign language annual in October of 2010

Ensure that Math, ELA, Science and Social Studies teachers works closely with teachers to support rigorous instruction for our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals

- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to insure academic success

#### 4. Differentiate Instruction in ELL Sub-groups

##### A. Plan for SIFE

At this time we have no ELL's, however if we did this would be our plan of action. We would provide academic intervention services as an extension of the regular school program on both push in service model.

- I Making an individualized student needs assessment
- I Creation of an AIS plan for the student focus on the literacy and math component
- I Grade appropriate instructional support materials
- I Differentiation of instruction in all areas
  - \* Utilization of the new Bloom's Taxonomy
  - \* Modeling techniques
  - \* Peer to Peer collaboration
  - \* Integration of Technology into the lesson
  - \* Utilization of multiple learning styles i.e. Howard Gardner's multiple intelligence matrix
  - \* Small group instruction
  - \* Use of journals
  - \* Visual and Print media in native language of student when available

I Staff will receive professional development in the new ALL assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

B. At this moment we do not have nay ELL's, however our plan of action would include the following:

- \* Heterogenous Classroom structures
- \* After-school tutorial services
- \* Saturday Academy
- \* 9 to 9's prior to any state examination
- \* One to One sessions with ESL teacher
- \* Peer to peer mentoring
- \* Guidance Conferences
- \* Translation and interperatation services
- \* Parent grade level conferences
- \* Parent/Guidance conferences

##### C. Plan for Long Term ELLs

At this time we do not have any ELL's, however our plan of action would include an analysis of their scores on the NYSESLAT Lab R, ELA and Math assessments. Our action plan for ELL group's would involve.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Use data from ARIS and teacher/school generated assesment models (Engrade) to come up with additional action plans to assist and determine future educational plans ELL students.

##### D. Plan for Special Needs Students

At this time we do not have any ELL's with special needs, however the following plan of action would be put into place:

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

**E. Professional Development:**

Professional development is provided by school staff, community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

the literacy needs of our ELL population within the prescription of the Literacy program.

Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

Scaffolding in the content areas

Differentiation in the ESL classroom

ESL in the Mathematics classroom

Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers

- Social Studies and Technology workshop
- Wilson Program for Special Education teachers.
- Our CFN Network also provides professional development for every content area

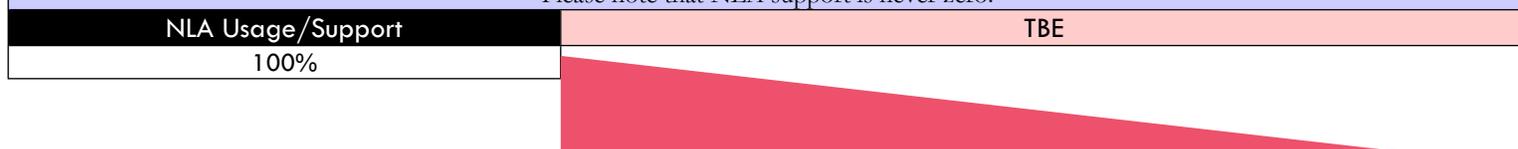
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

**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?

Paste response to questions 5-14 here

5. Intervention programs include the following:

After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Mathematics, Science, Social Studies, and English. ESL teacher will assist content area teachers when they service ELL students. The Saturday Academy will also allow student additional opportunity to received assistance. In addition, scholars will be provided tutorial services after-school Monday through Thursday and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in

January and June of 2011.

6. At this moment, we do not have ELL students, however our plan of action would include: Transitional support will be continued through the use of the guidance counselor's counselor watch program which will monitor the progress of scholars through meetings, grades, interviews with family members and teacher anecdotes. In addition the following would be included:

- \* Testing accommodations
- \* Tutoring
- \* Intervention plans
- \* 9 to 9's
- \* Saturday Academy
- \* Mentoring
- \* Peer to peer mentoring

7. At this moment we do not have any ELL students, however the following plan of action would be put in place if we did. New Improvements will include:

1. Greater monitoring of the Engrade system.
2. Teachers coming up with specific goals to meet student needs.
3. Greater parental outreach.
4. Utilization of Inquiry Teams to assess the best practices to obtain good student outcomes.

8. At the moment we do not have any ELL's however if we did no plans are in the works to eliminate any ELL programs.

9. All Scholars are subjected to the same intervention measures which include: All ELL's will have equal access to all programs which include:

- \* After-school tutorial services
- \* Teams
- \* Clubs
- \* Community Service
- \* Art
- \* Music
- \* Saturday Academy
- \* 9 to 9's prior to any state examination
- \* One to One sessions with ESL teacher
- \* Peer to peer mentoring
- \* Guidance Conferences
- \* Translation and interpretation services

10. At the present time there are no ELL's, however the following would be put in place. The major objective of the ESL program is to prepare students to function successfully in classrooms where English is the medium of instruction for all subject areas. The ESL classroom instruction:

- Emphasizes communication and meaning; use of calculators and computers
- Integrates the four key language modalities (listening, speaking, reading and writing) for functional contexts of learning;
- Scaffolds academic language performance for ELLs;
- Facilitates the preparation of ELLs to meet the standards and pass the required state assessments.

11. At the present moment we do not have a ELL student, but if we did, the following would be the plan of action: Language support is delivered via:

- I. To amplify the literacy and academic skills of ELLs who participate in program
- II. To incorporate recognized and researched based ESL instructional strategies across content subject areas.

III.To give students the skills to perform at city and state grade level in all subject areas

12. At the present moment, we do not have any ELL's however, if we did, all scholars receive the same services. All services are age appropriate. Services will be at a high interest level and at a low level until proper English proficiency is achieved.

13. At this time, we do not have any ELL students, however the following plan of action would take place: When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. In addition, we have a Summer Bridge Program, student orientation and student/parent orientation.

14. At the present time we do not have any ELL students, however if we did all parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

The language elective offered at Bedford Academy is Spanish and Spanish Cultural History.

### 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)?

Paste response to questions 1-5 here

1. We have no Dual Language program

### 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.

Paste response to questions 1-3 here

1. At this time we do not have any ELL students, however if we did the following would be in place:

\* Common Planning

\* Staff Development

\* Inquiry Teams

\* Will receive assistance from the Office of ELL (Doe)

\* We also receive assistance from The Brooklyn/Queens Regional BETAC(Bilingual/ESL Technical Assistance Center

School Staff: Within the schools Professional Development program, the focus is on:

the literacy needs of our ELL population within the prescription of the Literacy program.

Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

2. Support Personnel: Workshops taken by teachers on our ESL staff have included:

Scaffolding in the content areas

Differentiation in the ESL classroom

ESL in the Mathematics classroom

Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers

- Social Studies and Technology workshop
- Junior/Senior Seminar courses to assist them in their transition from high school to College/University life
- Our CFN Network also provides professional development for every content area

3. This is done through QTELL training, which is provided by BETAC. ESL provider or BETAC will conduct the Jose P training for teachers and Paras.

## 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?

Paste response to questions 1-4 here

1. At this time, we do not have any ELL's, however if we did the following would be in place. Parent/community involvement: Orientation sessions for parents of ELLs will be provided along with other parent events, such as open houses. The ESL orientation session is offered for parents of newly enrolled LEP/ELLs. At the meeting, the parents will be given ESL program brochures that explain the services that the NYC Department of Education provides. They will also view the orientation DVD prepared by the NYC Department of Education and there will be a more personal question-and-answer session offered at this time. This orientation will be held at Bedford Academy, 1119 Bedford Avenue Brooklyn, NY. Parents of newly enrolled LEP/ELLs are provided with a mandatory orientation session on the State Standards and graduation requirements. Parents view the orientation video for parents of newly enrolled ELLs and complete the parent survey and program selection form. The Parent Coordinator facilitates various workshops throughout the school year and all parents including the ELL parents are invited. Some of these workshops are:

- | ELA/ ESL Standards and Assessments
- | Math Standards and Assessments
- | Content Area Standards and Assessments ( Science and Social Studies)
- | NYSESLAT Assessment
- | Promotional Policy

The CR Part 154 meetings for parents will be held twice during the school year. State standards, assessments, school expectations and general program requirements are covered at the meetings. Translations are available whenever necessary.

2. At the current time our only Community Based Organization is the YMCA and the Pyramid Youth Collective.

3. Through parent questionnaires.

4. Regular Communication with Parents: In order to build consistent and effective communication between the home and the school, regular communication will include:

- School Newsletters
- Parent and Student Handbook
- Special Event/Reminder Notices

- Engrade/Report Cards
- Parent Teacher Conferences
- \* Grade wide meetings
- \* Monthly Calendar
- \* School Website

All services will be translated by The New York City Department of Education Translation and Interpretation Unit, when we do not have anyone to translate for the school internally.

## 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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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.

Paste response to questions 1-6 here

1. N\A, we are a high school.
2. N\A

B. N\A.

C. N\A

6.

NYSESLAT Results

Student Progress Reports

Student Marking Period Grades

Student Failure Reports

Attendance trends in Bedford's Tutorial programs

Regents Examination scores

### Additional Information

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

Paste additional information here

## 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		9/17/10
	Assistant Principal		9/17/10
	Parent Coordinator		9/17/10
	ESL Teacher		9/17/10

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		9/17/10
	Coach		
	Guidance Counselor		9/17/10
	Network Leader		
	Other		