Department of Education

BARD HIGH SCHOOL EARLY COLLEGE

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: BARD HIGH SCHOOL EARLY COLLEGE
ADDRESS: 525 EAST HOUSTON STREET
TELEPHONE: 212-995-8479
FAX: 212-777-4702

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310100011696 **SCHOOL NAME:** Bard High School Early College

SCHOOL ADDRESS: 525 EAST HOUSTON STREET, MANHATTAN, NY, 10002

SCHOOL TELEPHONE: 212-995-8479 **FAX:** 212-777-4702

SCHOOL CONTACT PERSON: Michael Lerner **EMAIL ADDRESS** mlerner3@schools.nyc.gov

POSITION / TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Rotating Chair
PRINCIPAL:	Michael Lerner
UFT CHAPTER LEADER:	Denice Gamper
PARENTS' ASSOCIATION PRESIDENT:	Abraham Suleiman
STUDENT REPRESENTATIVE: *(Required for high schools)*	Nick Gumas, Samara Jerrick, Janay Anderson, Zane Friedkin

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: NANCY SCALA/Maria Broughton

SUPERINTENDENT: Elaine Gorman

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
Michael Lerner	Principal	Electronic Signature Approved. Comments: yes
Denice Gamper	UFT Chapter Leader	Electronic Signature Approved. Comments: yes
Eileen McColgan	Parent	Electronic Signature Approved. Comments: yes
Elizabeth Poreba	Teacher	Electronic Signature Approved. Comments: yes
Samara Jerrick	Student Representative	Electronic Signature Approved. Comments: Yes
Nick Gumas	Student Representative	Electronic Signature Approved. Comments: Yes
Abe Suleiman	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes
Gabe Rosenberg	Teacher	Electronic Signature Approved. Comments: yes
Kim Landsman	Parent	Electronic Signature Approved. Comments: yes
John Gunn	Parent	Electronic Signature Approved. Comments: yes
Siska Brutsaert	Teacher	Electronic Signature Approved. Comments: yes

* 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.

☐

NARRATIVE DESCRIPTION OF THE SCHOOL

In June 2001 the New York City Department of Education and Bard College jointly created Bard High School Early College (BHSEC). This alternative to the traditional high school is founded on the belief that many young people are ready and eager to do serious college work at age 16. It enables highly motivated students to move in four years from ninth grade through the first two years of college, earning the New York State Regents high school diploma and the Associate of Arts (A.A.) degree. Students from different backgrounds who have a strong record of academic excellence and diverse interests will benefit from BHSEC seminar classes that emphasize discussion and writing as tools for gaining understanding. Using primary source materials and experimental data for research, students will become equipped with the analytical skills needed to pursue their intellectual and artistic passions.

BHSEC is open to all New York City residents. Enrollment includes a select group of 600 students, diverse in ethnic and economic background, in interests, and in prior school experiences. There are approximately 150 students per class including 9th and 10th grades of high school and the first two years of college. Ideal class size that the school hopes to maintain is 20 students per teacher.

Admission is based on a transcript review, writing sample, math assessment, and interview. Successful applicants will typically have a grade average of at least an 85. Qualified applicants will be offered an interview to determine eligibility for admission.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Bard High School Early College								
District:	1	**DBN #:**	01M696	**School BEDS Code:**					
DEMOGRAPHICS									
Grades Served:	☐ Pre-K	☐ K	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
	☐ 8	☑ 9	☑ 10	☑ 11	☑ 12	☐ Ungraded			
Enrollment:				**Attendance:** - *% of days students attended**:*					
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
Pre-K	0	0	0				93.8	94.8	TBD
Kindergarten	0	0	0						
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:					
Grade 2	0	0	0	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 3	0	0	0				98.7	99.46	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:					
Grade 6	0	0	0	*(As of October 31)*			2007-08	2008-09	2009-10
Grade 7	0	0	0				15.9	17.9	25.4
Grade 8	0	0	0						
Grade 9	152	162	148	**Students in Temporary Housing** - *Total Number*:					
Grade 10	152	150	160	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 11	120	150	134				0	4	TBD
Grade 12	119	113	142						
Ungraded	0	0	0	**Recent Immigrants** - *Total Number*:					
Total	543	575	584	*(As of October 31)*			2007-08	2008-09	2009-10
							0	0	0
Special Education Enrollment:				**Suspensions:** ***(OSYD Reporting) - Total Number*:**					
(As October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions			0	1	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions			0	0	TBD
Number all others	0	3	1						
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number*:					
				(As of October 31)			2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			N/A	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants			3336	1678	1619
# in Transitional Bilingual Classes	0	0	0						

# in Dual Lang. Programs	0	0	0	**Number of Staff** - *Includes all full-time staff*:			
# receiving ESL services only	0	0	0	*(As of October 31)*	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	38	36	TBD
These students are included in the General and Special Education enrollment information above.				Number of Administrators and Other Professionals	6	6	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2007-08	2008-09	2009-10	*(As of October 31)*	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	68.4	77.8	TBD
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	52.6	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*	95	92	TBD
American Indian or Alaska Native	0	0.3	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.8	93.3	TBD
Black or African American	17.5	17.7	16.1				
Hispanic or Latino	17.1	18.8	17.1				
Asian or Native Hawaiian/Other Pacific Isl.	10.7	13.2	12.7				
White	54.7	41.6	44.2				
Multi-racial							
Male	31.3	33	33.9				
Female	68.7	67	66.1				

2009-10 TITLE I STATUS

☐ Title I Schoolwide Program (SWP)	☐ Title I Targeted Assistance		☑ Non-Title I	
Years the School Received Title I Part A Funding:	☐ 2006-07	☐ 2007-08	☐ 2008-09	☐ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: **Yes** ☐ **No** ☑	**If yes, area(s) of SURR identification:**	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
In Good Standing (IGS)	☑	
Improvement Year 1	☐	
Improvement Year 2	☐	
Corrective Action (CA) - Year 1	☐	
Corrective Action (CA) - Year 2	☐	
Restructuring Year 1	☐	
Restructuring Year 2	☐	
Restructuring Advanced	☐	
Individual Subject/Area AYP Outcomes:		
Elementary/Middle Level		**Secondary Level**
ELA:		ELA: Y
Math:		Math: Y
Science:		Graduation Rate: Y
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:		

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American				–	–		
Hispanic or Latino				–	–	–	
Asian or Native Hawaiian/Other Pacific Islander				–	–	–	
White				√	√		
Multiracial				–	–	–	
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-09		**Quality Review Results - 2008-09**	
Overall Letter Grade	B	**Overall Evaluation:**	
Overall Score	66.2	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	37.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.
After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:
- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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Strengths, Accomplishments and Challenges

Strengths:

Based on the narrative of our most recent Quality Review, our school's strengths lie in the engagement of of students in their studies and intellectual inquiry. Parents feel their children are academically challenged and at the same time supported. Students appreciate the small class size and the rigor of the seminar discourse. The academic environment is rigorous without being "cut-throat competitive." The faculty, a majority of whom hold the PhD or terminal degree in their field, care deeply about what they teach and the students they teach. They give an enormous amount of time to working directly with their students and the students acknowledge and appreciate this attention and support.

Accomplishments:

In addition to the intellectual tone of our school's culture, we award over 100 Associate in the Arts degrees every year to our graduates, thus enabling our students to graduate with a BA or BS in as few as two years once they leave our program. The college readiness requirements of a) the ability to write good papers on demand b) the skill of time management c) the practice of forming study groups d) the habit of thinking reflectively meta-cognitively are all soundly instilled in students during their four years at our school.

Challenges:

But the quality review also pointed our a greater need for differentiated instruction Our 10th grade students are not all accumulating the credits they need to stay on track for the college program, and this year for the first time we experienced a dip in the pass rate for the US History Regents exam--an exam that we have never prepped our students for, but one which they should perhaps spend a few more days of reviewing the format of. Some of these challenges are addressed in our Goals and

Action plan for this year. Attendance could also be stronger and we have an Action plan for that as well.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	**Short Description**
☐Goal 1: By June 2011, we will raise annual attendance for Year 2 (senior) students from 92 to 94%.	☐Monthly attendance reports, ARIS data, and guidance outreach and intervention will help us work towards this goal. ☐
☐ Goal 2: By June 2011, we will increase the percentage of students earning 10+ credits in their first year from 93.6% to 95.6%.	☐Interventions guided by our Inquiry Team will help direct this work.
☐ Goal 3: By June 2011, we will increase the percentage of students in the school's lowest third earning 10+ credits in their first year from 79.1% to 81.1%.	☐Interventions guided by our Inquiry Team will help direct this work.☐
☐ Goal 4: By June 2011, we will increase the percentage of students earning 10+ credits in their second year from 88.3% to 90.3%.	☐☐☐ Interventions guided by our Inquiry Team will help direct this work. ☐
☐ Goal 5: By June 2011, we will increase the percentage of students in the school's lowest third earning 10+ credits in their second year from 76.9% to 79%.	☐Interventions guided by our Inquiry Team will help direct this work.☐
☐	☐
☐ Goal 6: By June 2011, identify, and where possibleimplement, tools and procedures to more efficiently communicate to parents andstudents	☐ Development of email early notification system for studentspotentially at risk, global implementation of online access to course

real time information on i) course objectives, ii) course assignments,iii) individual student achievement against assignments and iv) earlyidentification (prior to midterm grades) of students potentially at risk(defined as below C).	syllabi, homeworkassignments and assignment grades will better enable parents to work withfaculty and administration to support student achievement, identify and addresspotential problems and achieve Goals 1-5.

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) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐Goal 1: By June 2011, we will raise annual attendance for Year 2 (senior) students from 92 to 94%.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ We will make more consistent efforts to contact home when Year 2 students are absent over the long term; emphasize and improve attendance collection procedures.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ Our attendance coordinator (half time) will work closely with the guidance department to follow up on attendance cases and analyze attendance data to identify patterns to be addressed. We will flag any patterns from the previous year during the month of October.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Monthly attendance reports will help us work towards the goal. Regular monthly meetings between guidance staff and the attendance coordinator will allow attendance procedures to be adjusted as the year progresses.

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 2: By June 2011, we will increase the percentage of students earning 10+ credits in their first year from 93.6% to 95.6%.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ Working with a school-wide Inquiry Team, guidance staff and subject area teachers will design academic interventions and supports for first year students who are in danger of not accumulating sufficient credits.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ Bi-weekly Inquiry Team meetings involving more faculty and regular professional development will help develop capacity for better academic interventions. Guidance staff, with the help of interns, will meet regularly with students to help keep them on track for credit accumulation.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐ Weekly guidance meetings, bi-weekly Inquiry Team meetings, periodic class assessments, and quarterly reviews of grades and narratives will allow us to track and target students in danger of not meeting goals for credit accumulation.

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 3: By June 2011, we will increase the percentage of students in the school's lowest third earning 10+ credits in their first year from 79.1% to 81.1%.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ Weekly guidance meetings, bi-weekly Inquiry Team meetings, periodic class assessments, and quarterly reviews of grades and narratives will allow us to track and target students in danger of not meeting goals for credit accumulation.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ Bi-weekly Inquiry Team meetings involving more faculty and regular professional development will help develop capacity for better academic interventions. Guidance staff, with the help of interns, will meet regularly with students to help keep them on track for credit accumulation.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐ Weekly guidance meetings, bi-weekly Inquiry Team meetings, periodic class assessments, and quarterly reviews of grades and narratives will allow us to track and target students in danger of not meeting goals for credit accumulation.

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 4: By June 2011, we will increase the percentage of students earning 10+ credits in their second year from 88.3% to 90.3%.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐Working with a school-wide Inquiry Team, guidance staff and subject area teachers will design academic interventions and supports for second year students who are in danger of not accumulating sufficient credits.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	Bi-weekly Inquiry Team meetings involving more faculty and regular professional development will help develop capacity for better academic interventions. Guidance staff, with the help of interns, will meet regularly with students to help keep them on track for credit accumulation.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Weekly guidance meetings, bi-weekly Inquiry Team meetings, periodic class assessments, and quarterly reviews of grades and narratives will allow us to target students in danger of not meeting goals for credit accumulation.

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 5: By June 2011, we will increase the percentage of students in the school's lowest third earning 10+ credits in their second year from 76.9% to 79%.

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐Working with a school-wide Inquiry Team, guidance staff and subject area teachers will design academic interventions and supports for second year, lowest third students who are in danger of not accumulating sufficient credits.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐Bi-weekly Inquiry Team meetings involving more faculty and regular professional development will help develop capacity for better academic interventions. Guidance staff, with the help of interns, will meet regularly with students to help keep them on track for credit accumulation.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Weekly guidance meetings, bi-weekly Inquiry Team meetings, periodic class assessments, and quarterly reviews of grades and narratives will allow us to track and target students in danger of not meeting goals for credit accumulation.

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐

Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 6: By June 2011, identify, and where possibleimplement, tools and procedures to more efficiently communicate to parents andstudents real time information on i) course objectives, ii) course assignments,iii) individual student achievement against assignments and iv) earlyidentification (prior to midterm grades) of students potentially at risk(defined as below C).
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ Annual Goal: By June 2011, identify tools and procedures tomore efficiently communicate to parents and students real time information oni) course objectives, ii) course assignments, iii) individual studentachievement against assignments and iv) early identification (prior to midtermgrades) of students potentially at risk (defined as below C) withimplementation of tools and procedures by June 2011 or earlier. Action Plan:

	i) Course objectives: provide online access to all coursesyllabi, including grading rubrics and weights by February 2011, ii) Course Assignments: Identification of product andtimeline for piloting the posting of homework assignments online. Pilot to begin by February 2011. iii) Assignment Grades: Identification of product andtimeline for piloting the posting of grades online. Pilot to begin by February 2011. iv) Early Identification of At Risk Students: Defineprotocol for early faculty identification (defined as one quarter of the waythrough the term) of potentially at risk students (defined as at risk ofreceiving a grade of below C for any individual course) and template/proceduresfor efficient parent notification of student status and progress by February2011 with implementation at beginning of second semester 2011.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ Formation of SLT faculty/parentsubcommittee to assess existing online resources, identify additional externalrequirements and define protocols will expedite acceptance and implementation.The PTA and external funding sources will be solicited to provide the cost ofsoftware, licenses, training and faculty release time for training.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐ Biweekly meetings of SLT subcommittee with monthly reportsto SLT, PTA and Faculty Meeting (or more frequently by email if appropriate)will enable us to stay on track to meet February 2011 targets.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	29	29	29	29	29			
10	13	13	13	13	18			
11	17	17	17	17	17			
12	4	10	4	4	4			

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

o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	☐ • One on one tutoring with instructor before school and after school depending on the student's schedule. • Small group instruction with English professor one day per week for students deemed at risk. • Writing Center- students meet for one on one writing support in the writing center between the hours of 9:00 a.m. to 5:00 p.m. daily.
Mathematics:	☐ • One on one tutoring with instructor before school and after school depending on the student's shedule. • Small group instruction with a math professor one day per week for students deemed at risk. • Math Center- students meet for one on one math support with a math professor or peer tutor- open from 8:30 a.m. to 5:00 p.m. daily.
Science:	☐ • One on one tutoring with instructor before and after school depending on the student's schedule. • Small group instruction with a science professor one day per week for students at risk.
Social Studies:	☐ One on one tutoring with instructor before and after school depending on the student's schedule. Small group instruction with a science professor one day per week for students at risk.

At-risk Services Provided by the Guidance Counselor:	☐ • Counselors identify all students who have a GPA of 2.0 or less. Then, they meet with the student and parent to assess the students' needs. From this meeting, services are then implemented. Some students may need academic tutoring, others may need counseling services and others might need to be tested for a learning disability. • Counselors meet weekly with all at-risk students. • Counselors regularly follow-up with the students' teachers to identify progress or lack of progress. • Counselors maintain contact with students' parents through letters home and by phone.
At-risk Services Provided by the School Psychologist:	• We do not have a School Psychologist on staff. When issues come up that require a psychologist, we communicate directly with the Network.
At-risk Services Provided by the Social Worker:	We do not have a Social Worker on staff.
At-risk Health-related Services:	• Each year, we review the health curriculum with the health teacher to ensure that age appropriate topics are being covered such as HIV/AIDS education, substance abuse etc. • Each year, we invite a speaker to address "risky behaviors" to our student body.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)
9-12

Number of Students to be Served:
LEP 2
Non-LEP 588

Number of Teachers 2
Other Staff (Specify) 1
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.

☐

At BHSEC we offer a modified Pull-Out Free-Standing ESL program. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. We also schedule students for an English class which meets four times a week for 50 minute periods. Each week there is a total of350 minutes of English/ESL instruction. We do not have plans to move to a push-in model at this time because we prefer to keep the student in her classes with their content area teacher and not interfere with class instruction. The students are not being pulled out of any classes and therefore are not losing instructional time. All of our classes are heterogeneously grouped. Since we have only two ELL students and no ESL classes per say this question does not apply. Currently we are actively looking for a part-time ESL teacher to provide ESL instruction for our mandated ELL students. Until then we are providing an alternative program which best fits our student population and conforms to the culture of our school.
Through professional development we intend to have our entire teachers move towards becoming proficient in ESL instruction and deliver it through classroom instruction by using a variety of teaching methodologies such as differentiated instruction, vocabulary development, dual language dictionaries and direct instruction of study skills. All classes are heterogeneously grouped in both the high school and college program.

a. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. We also schedule students for an English class which meets four times a week for 50 minute periods. Each week there is a total of 350 minutes of English/ESL instruction.

Content is delivered in English in all content areas. Additional time on exams and quizzes is offered in all classes to ELL students. As stated above differentiated instruction is used in the delivery of instruction so students can grasp the concepts and complex ideas being discussed in class. The use of a paraprofessional has been offered to help with organizational skills, vocabulary development, reading comprehension and writing. Consistent and routine classroom practices are encouraged with all teachers as well as a syllabus distributed at the beginning of each term which states among other things a course description, materials used, a list of dates for exams, projects and their value in determining midterm and final grades. Vocabulary development, the use of a dual language dictionary, relating material/text to the student's background knowledge, graphic organizers, scaffolding and one-on-one tutoring are strongly promoted.

Our Free Standing ESL program consists of one English teacher and one native language teacher. A paraprofessional will work with the student in the classroom to help facilitate language acquisition and learning on an as needed basis. Currently we have two ELL student in

grade 10 and grade 11 whose native language is Chinese and French respectively. They are at the advanced level of instruction. Our ELL students meet 3 times a week for ESL instruction, 4 times a week for English Language Arts instruction and 2 times a week for Native Language instruction. Each meeting period lasts 50 minutes. The English teacher has some ESL training and the Native language teachers are licensed in Chinese and French.

An English teacher will work with the student on a one-to-one basis. The teacher will assess the student's needs, and provide instruction to enhance and improve language acquisition. Instruction will be content based with the infusion of ESL methodologies. Tasks will be age and skill level appropriate with a focus on building a connection between prior knowledge and newly acquired information. Scaffolding and other pedagogical techniques will be used to move the student from literal to critical thinking skills. The use of meta-cognitive reflection will be employed to assess student achievement.

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.

☐

Based on a teacher survey administered at the beginning of each year, training will be provided for teachers identified as needing the required 7 and ½ hours of ESL training. In-service and out-of-school workshops will be provided for staff members.

We will provide ELL mandated training to staff members during Professional Development days. We encourage teachers to make use of the professional development webinars made available for viewing at the pedagogues convenience. There are also PowerPoint presentations available for viewing anytime. This year we hope to have a guest presenter offer a workshop to our new faculty members and to those who have not met the minimum 7.5 hours of ELL training.

Section III. Title III Budget

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School: Bard High School Early College
BEDS Code: 310100011696

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits)	$4000	☐Per session for the teachers in our instructional program after school for our ELL's

- Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts	$0	We do not intend to use this money for curriculum development.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$1709	☐ With this allocation we upgraded our school messenger online service so we can send messages home in the parent's native language.☐
Educational Software (Object Code 199)	$0	We do not see a need for software at this time.
Travel	$0	Not necessary at this time
Other	$0	We do not have any money in any other category.
TOTAL	**0**	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

☐Upon admission to Bard High School Early College, all students complete a home language survey, indicating their first language and their parents' first language. These forms are then used to determine Lab-R eligibility, home language, and then we translate our materials accordingly. This year we have updated our School Messenger service to an online system which automatically translates messages sent home into the parent's native language. We also have on site translators in Spanish, Chinese and Urdo.

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.

☐The home language surveys (see above) indicate that Chinese and Spanish are the two primary languages in addition to English, spoken in our students' homes These findings are reported to the school community through the PTA and it's website as well as through school meetings and e-mail. Interpreters are provided for PTA meetings and during parent teacher meetings and conferences as needed. (see above)

Part B: Strategies and Activities

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

☐Our school uses the DOE translation services when time permits. When there are time constraints, we turn to school staff, students and parent volunteers for these translation services.

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.

All of our oral translation services are generated in-house. Students often volunteer to translate for parents at public meetings. Staff members who are fluent in Spanish, Chinese, Korean, etc, sit in on meetings with parents when necessary.

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.

☐In compliance with Chancellors Regulation A-663, all students will indicate their home language within 30 days of enrollment. This information then appears on their school emergency card and on ATS. All major documents (school profiles, letters home to parents regarding student academic standing, etc) are provided in that home language when necessary. We also provide translators for group and one-on-one meetings with parents. We pay for these translation services out of our DOE budget. The Bill of Parent Rights is available on line in the 9 most common primary languages and this has been down-loaded and printed for parent access at public meetings and parent conferences.

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:

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.)
   N/A
2. Please describe the services you are planning to provide to the STH population.☐N/A

Part B:

Part B - For Non-Title I Schools
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   0% --None of our students are in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
   ☐N/A see above. We have no students in this category.

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 no funding in our budget for this.

CEP RELATED ATTACHMENTS

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

File Name - 28_01M696_110110-100240.doc

Part II:

ELL Identification Process

1. Every student is administered the HLIS in May because many of our students come from private schools and they are new to the NYC Public School system. HLIS is also administered to students who are new to the country as well as the system. After an interview with the parent and the student it is decided whether or not a student is SIFE or eligible for to take the LAB-R. Under the guidance of the Assistant Principal of Organization, a community associate familiar with LAB/BESIS rules and regulations reviews all HLIS forms. The Lab-R is administered by a trained teacher or the Assistant Principal within the first 10 days a student is admitted to our school.
The NYSELAT is administered every year during the spring term to all students who meet eligibility requirements.

2. An entitlement letter, Parent Survey and Program Selection form is sent home to the parents via postal service. These letters while self-explanatory begin the dialogue between parent and school about mandated ESL services and invite the parent into school for a meeting to ensure they understand the program choices and reasons for inclusion in the program. The meeting is attended by the principal, assistant principal, parent, student and interpreter, if necessary, to explain the three programs in greater detail. Parents are also invited to see a video which explains their rights and the programs. The meeting is held within 10 days that eligibility is determined. This procedure is followed at the beginning of the term and on an as needed basis.

3. Since we have such a small number of ELL students, we follow-up with a phone call to the parent to make certain we have the appropriate forms returned.
.
4. Due to the special admission requirements for all students who enter our screened program, we do not have a bilingual program at BHSEC. All of our students must be on grade level in writing and math in order to enter our program so they can be prepared for college in two years. Once a student is identified as requiring ELL services, we set up a meeting with the teachers who will come in contact with our ELL students where we will explain the particular needs of each student. We will then set up a program that is tailored to the unique needs of each student. This is communicated to the parent at the time of our initial meeting.

5. There doesn't seem to be a trend since we have had so few eligible students. Our most recent parent survey indicated that the parent only wanted a Free-Standing ESL

program for his child. That is the only information we have to assess a trend and the pool of families is too small to be of any statistical significance.

6. No. Since we have too few ELL candidates to form a Bilingual or Dual Language program we place students in our Freestanding ESL program. This program is tailor made for each student who receives a variety of services to help him acquire and master the English language as quickly and effectively as possible.

Programming and Scheduling Information

1. a. At BHSEC we offer a modified Pull-Out Free-Standing ESL program. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. We also schedule students for an English class which meets four times a week for 50 minute periods. Each week there is a total of 350 minutes of English/ESL instruction. We do not have plans to move to a push-in model at this time because we prefer to keep the student in her classes with their content area teacher and not interfere with class instruction. The students are not being pull-out of any classes and therefore not losing instructional time.
b. All of our classes are heterogeneously grouped. Since we have only two ELL students and no ESL classes per say this question does not apply. Currently we are actively looking for a part time ESL teacher to provide ESL instruction for our mandated ELL students. Until then we are providing an alternative program which best fits our student population and conforms to the culture of our school.

2. Through professional development we intend to have our entire teachers move towards becoming proficient in ESL instruction and deliver it through classroom instruction by using a variety of teaching methodologies such as differentiated instruction, vocabulary development, dual language dictionaries and direct instruction of study skills. All classes are heterogeneously grouped in both the high school and college program.

a. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. We also schedule students for an English class which meets four times a week for 50 minute periods. Each week there is a total of 350 minutes of English/ESL instruction.

3. Content is delivered in English in all content areas. Additional time on exams and quizzes is offered in all classes to ELL students. As stated above differentiated instruction is used in the delivery of instruction so students can grasp the concepts and complex ideas being discussed in class. The use of a paraprofessional has been offered to help with organizational skills, vocabulary development, reading comprehension and writing. Consistent and routine classroom practices are encouraged with all teachers as well as a syllabus distributed at the beginning of each term which states among other things a course description, materials used, a list of dates for exams, projects and their value in determining midterm and final grades. Vocabulary development, the use of a

dual language dictionary, relating material/text to the student's background knowledge, graphic organizers, scaffolding and one-on-one tutoring are strongly promoted.

4. a. For the reasons indicated above, our program is not appropriate; we do not admit nor attract SIFE students. But if we had students in this category our instructional program would follow the model indicated above. Currently we do not have any SIFE students.
b. For the reasons indicated above, our program is not appropriate for ELL students who do not have a very strong command of the English language or who are newcomers to the U.S. But if we had students in this category our instructional program would follow the model indicated above.
c. For the reasons indicated above, our program is not appropriate for Ells receiving services for 4 to 6 years. If they do not have a strong command of the English language in writing, speaking, listening and reading they will not be successful in our college program and would be encouraged to continue their education in a more appropriate setting. We would be doing them a disservice to keep them at our school. But if we had students in this category our instructional program would follow the model indicated above. Currently we do not have ELL's receiving services for 4 to 6 years.
d. For the reasons indicated above, our program is not appropriate for Long-Term ELL students. If they do not have a strong command of the English language in writing, speaking, listening and reading they will not be successful in our college program and would be encouraged to continue their education in a more appropriate setting. We would be doing them a disservice to keep them at our school. But if we had students in this category our instructional program would follow the model indicated above. Currently we do not have any Long Term ELL's.
e. For the reasons indicated above, our program is not appropriate for Ells with special needs. But if we had students in this category our instructional program would follow the model indicated above. Currently we do not have any ELL's identified as having special needs.

5. Our Inquiry Team meets bimonthly to discuss at-risk students and to put into place programs to address student's individual needs. Our Inquiry Team closely monitors student progress in the 9th and 10th grade. Identified students, (ELL students are automatically included) are given a needs assessment survey and an extra class that addresses their skill deficiencies.

Our Learning Center is located in our library and is open every day from 8:00am until 6:00pm. It is designed to help students with math and writing literacy issues. It is strongly encouraged that our ELL's take advantage of this additional help during their free periods. This one-on-one instruction is one of the best ways to acquire language and improve literacy. Peer tutoring is also available at the Learning Center.

All professors maintain office hours during school hours for students who need additional help with class work. Teachers are also required to tutor students before or after school each day. ELL students are encouraged to make appointments with their teachers for daily tutoring.

Class sizes are kept to 20 students per class. This affords students ample opportunity for individualized attention and instruction and support for classroom group work. A staple of our core program is our Writing and Thinking program. We begin each year with writing seminar workshops for a week which establishes a tone and a standard which is followed throughout the year in all of our classes. Our humanities classes are taught in a seminar style. Students are expected to engage in meaningful dialogue around the coursework and assigned text. So it would be relatively easy for our teachers to assess a student's progress in our seminar style classes.

6. The results of the NYSESLAT are assessed for strengths and weaknesses. The students' weaknesses are addressed in the classroom using appropriate pedagogical methodologies. These methodologies are discussed at faculty meetings and on Professional Development days where best practices are shared. These best practices usually center on instruction for students at various levels of mastery.

7. Expanding our current ESL program to meet the required number of minutes of instruction per week. We also hope to hire a certified ESL teacher.

8. None. We feel our current program works well and addresses the needs of our ELL population.

9. ELL's are given an appropriate schedule for their grade which includes English, math, science, social studies, physical education, foreign language and art classes. They are also programmed for advisory class which meets once a week. All school events, programs, clubs and team meetings are announced in advisory and are open to all students. Posters line the walls and cork boards of our school and there are teachers available to interpret for our ELL's during school hours. Besides their guidance counselor ELL's have their advisor as an advocate and resource.

10. ELL's use the same materials as other students in their class. If necessary we can provide textbooks in their language if they are available. Also there are teachers available to interpret for our ELL's during school hours. Teachers are encouraged to explain concepts and vocabulary to our ELL's or encourage them to use dictionaries in English and their native language whenever possible. We have a computer lab available for students to use from 9:00am - 6:00pm. They are welcome to use the computer lab whenever they have a free period for homework/class work assistance.

11. We intend to move towards 50 minutes of instruction twice a week for Native Language Arts instruction.

12. Yes. All support services and resources are comprehensive, age and grade level appropriate.

13. We invite all list notice students and newly arrived students to our Summer Bridge Program. This is a one week orientation program which is designed to give students an

understanding of how our school is organized, the support services we offer, the class structure and school requirements and a tour of our community-the Lower East Side.

14. We offer 3 languages at BHSEC, Spanish, Latin and Chinese. We offer electives in all three languages. These electives vary each term. Sometimes we offer cultural electives, cinema electives, poetry classes and architecture electives.

C. Schools with Dual Language Programs

We do not offer Dual Language Programs at BHSEC.

D. Professional Development and Support for School Staff

1. Based on a teacher survey administered at the beginning of each year, training will be provided for teachers identified as needing the required 7 and ½ hours of ESL training. In-service and out-of-school workshops will be provided for staff members.

2. Please see answer to question #13 above.

3. We will provide ELL mandated training to staff members during Professional Development days. We encourage teachers to make use of the professional development webinars made available for viewing at the pedagogues convenience. There are also PowerPoint presentations available for viewing anytime. This year we hope to have a guest presenter offer a workshop to our new faculty members and to those who have not met the minimum 7.5 hours of ELL training.

Parental Involvement

1. Our parent involvement and outreach is extensive and ongoing. We have a number of ways we maintain parent involvement. Before a student can be admitted to our school there is an admissions test and interview conducted. Usually at the time of testing, parents are present and usually have a conversation with our admissions director or principal. So from before a student is admitted, the parents are well-informed about our school, its requirements and rigor. Once a student is admitted to our school there is extensive outreach by the PTA and our Parent Coordinator to inform the parents about what is going on at our school and to invite parents to attend, call or email their requests and concerns. We have monthly PTA meetings, a list serve where parents can receive emails from our school, a weekly parent newsletter from the principal, numerous snail mailings, and a web-based School Messenger service which automatically translates all of our messages into the parent's home language. We also have a website which is periodically updated with upcoming events, an on line event calendar and a phone number they can access when they call the school which lists upcoming events and activities.
We also survey parents periodically throughout the year to get their feedback on a variety of topics. We have an active SLT which is open to all interested parents.

Our Parent Coordinator is actively involved in all parent activities including but not limited to Open School Week and Parent Teacher Conferences. She is a member of many school committees including the BRT and Health and Safety committee.
Most of the materials we disseminate to parents is translated into Chinese and Spanish including but not limited to our school profile, a fact sheet about our school, lunch applications and transportation pamphlets. During parent teacher conferences we provide translators in Urdu, Chinese and, Spanish. We have employees in our school who speak Urdu, Chinese and Spanish and can translate for a parent during guidance meetings and Open Houses.

2. No, at present we are not working with an outside organization to provide workshops or services to ELL parents.

3. We have a series of progress meetings with ELL students, parents, teachers, guidance counselor, LAB/BESIS coordinator, principal and interpreter if needed to discuss the parent's concerns and present information about the student's progress. These meetings occur about every two months. During the meeting we design a program specifically tailored to meet the needs of the student.

4. See #1 above.

B.

1. After reviewing the data in the LAP worksheet and my knowledge of previous ELL's, who have all scored at the advanced proficiency level ongoing daily class room assessment seems to be the most beneficial assessment tool for our students. Since our ELL population is so small this individualized attention works best. We do neither use nor does our school philosophy of writing and thinking allow us to use prescribed materials and assessment tools to assess literacy. Instead engaging in daily active writing methods literacy improves. Standardized exams and prescribed literacy assessment tools do not fit into the philosophy of our school. Primarily we provide one-to-one tutoring with a pedagogue to address literacy skills. This teacher interacts with the students' teachers to help provide the appropriate services and support for class work and home work assignments.

2. Traditionally our ELL's do well in the speaking and listening sections of the test and not as well in the reading and writing sections of the LAB-R and NYSESLAT. As stated above, we will encourage all teachers to attend ESL workshops and strive to meet the ESL minimum standard for professional development.

3. Both of our students this year are in different grades and have been identified as ELL's for different lengths of time. Therefore, identifying patterns across NYSESLAT modalities are inconsequential. Therefore, analysis of these exams will not produce any instructional decisions. Since we have so few ELL's and the work we do with them has garnered successful results, we will continue to present our program as we have in the past with little if any instructional changes. We do however, review their schedules and

make necessary adjustments to accommodate their levels in other areas such as placing them in advanced math and language classes.

4. a. In the past all of our ELL's were able to pass their regents exams and graduate with a high school diploma. That is our goal and we hope to continue this successful tradition. Please see #3 for additional information.

b. We do not administer ELL Periodic Assessments.

c. See #b above.

5. We do not have a dual language program so this is not applicable.

6. Our program has been successful because our ELL's all become former ELL's before they graduate with a high school diploma and transfer to a four year college.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bard High School Early College								
District:	1	**DBN:**	01M696	**School**		310100011696			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	162	148	164
Grade 10	150	160	146
Grade 11	150	134	150
Grade 12	113	142	129
Ungraded	0	0	0
Total	575	584	589

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	93.8	94.8	95.6

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	98.7	99.5	99.3

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	15.9	25.4	22.6

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	0	4	0

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0
Number all others	3	1	6

These students are included in the enrollment information above.

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	0	1	0
Superintendent Suspensions	0	0	1

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	3336	1678	1619

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	0	0	TBD
# ELLs with IEPs	0	0	TBD

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	38	36	38
Number of Administrators and Other Professionals	6	6	6
Number of Educational Paraprofessionals	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	1	% fully licensed & permanently assigned to this school			100.0	100.0	97.3
				% more than 2 years teaching in this school			68.4	77.8	86.8
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			52.6	50.0	60.5
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			95.0	92.0	92.1
American Indian or Alaska Native	0.3	0.5	0.5	% core classes taught by "highly qualified" teachers			85.8	93.3	94.1
Black or African American	17.7	16.1	14.4						
Hispanic or Latino	18.8	17.1	16.1						
Asian or Native Hawaiian/Other Pacific	13.2	12.7	13.6						
White	41.6	44.2	53.1						
Male	33.0	33.9	31.7						
Female	67.0	66.1	68.3						

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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:

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

American Indian or Alaska Native						
Black or African American				-	-	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				v	v	
Multiracial				-	-	-
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				v	v	
Student groups making				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	B	**Overall Evaluation:**	WD
Overall Score:	60.9	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	11.4	Quality Statement 2: Plan and Set Goals	WD
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	16.5	Quality Statement 4: Align Capacity Building to Goals	WD
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	WD
Student Progress:	33		
(Comprises 60% of the			
Additional Credit:	0		

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

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

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

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