



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 13K575 _____

PRINCIPAL: _DARRYL RASCOE_____ EMAIL: DRASCOE@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: KAREN WATTS_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|------------------|--|-----------|
| Darryl Rascoe | *Principal or Designee | |
| Karen Mapp | *UFT Chapter Leader or Designee | |
| Shalibra Frazier | *PA/PTA President or Designated Co-President | |
| James Fraser | DC 37 Representative, if applicable | |
| Casey Hinds | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Lissette Espinal | Member/student | |
| Tasheem Smith | Member/student | |
| Elizabeth Cooke | Member/teacher-UFT | |
| | Member/ | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Implement and develop a shared understanding of the citywide instructional expectations to improve teacher effectiveness.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The results of our progress report, students' performance data and last Quality Review indicated that the areas of teacher professional practice and students' work are areas in needed of addressing. In addition, the chancellor expects all schools to be compliant with citywide expectations to improve teacher effectiveness to improve student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to improve teacher effectiveness will include:

- Building instructional and organizational coherence by designing a rigorous and engaging curriculum, promoting effective instruction, align resources to support instructional goals that meet students' needs, and creating a positive learning environment
- Improving our ability to gather and analyze data by looking at school level assessment data, classroom level analysis of assessment practices to inform alignment of curricula and instruction, and grading policies and data tools to analyze student performance
- Planning and setting goals as it relates to individual teachers, teacher teams, and individual students and tracking progress to make adjustments and provide feedback from administrators
- Distributing leadership and aligning capacity building
- On-going monitoring will be conducted by administrative staff to measure progress on the implementation of the citywide instructional expectations

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

At Bed-Stuy Prep we realize that the real power of educational success occurs when we set high parent expectations and raise the standards for parental involvement. Pursuant to this realization we are trying to implement the following strategies and activities to increase parental involvement:

- Engrade will continue to be the web-base system for communicating, class progress and progress-to-graduation to parents on an as needed basis
- Monthly newsletters and event calendars will be distributed to parents to continue fostering on-going communication
- Monthly teacher-to-parent sessions will be organized for the purpose of providing parents with strategies for supporting child's learning at home
- Surveys will be distributed to parents on a by-annual basis to ascertain academic classes of interest
- Academic parent workshops will be conducted for parents expressing an interest in developing academic skills to support child's learning
- The Brooklyn Public Library will serve as a partner-in-education to provide parents with information pertaining to the following: English as a second language, job-search/, literacy, research and financial development skills
- Professional development sessions on, analyzing the Progress-to-Graduation data, and student transcripts, will be completed for parents each school term
- College networking events will be conducted each term for parents and students to gain increased understanding of requirements for college- readiness and acceptance. Parents and students will be involved in information sessions pertaining to SAT prep, Financial Aid requirements, in/out-of state college application process, and writing college letters
- Student organized exhibition of work products will be completed each term as an event to share learning experiences with parents
- Open-house for parents to share in the celebration of student-produced work will be conducted on an annual basis

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At Bed-Stuy Prep we realize that in order to ensure quality instruction, we must attract and retain highly qualified teachers. In pursuant of this realization we are implementing the following strategies and activities:

Teacher Development

- Partnerships with Education Departments, in identified New York City's colleges, for the purpose of recruiting highly effective teachers will be forged
- Job-fairs will be attended to enlist highly qualified teachers and advertise Bedford Stuyvesant Preparatory's learning community
- Teachers will be provided with opportunities to attend on/off-site professional development sessions for professional growth. The impact of teachers' professional development will be monitor in the data produced from students' progress
- On-going book-study sessions will be conducted for the purpose of exposing teachers to research-based strategies for enhancing professional development, practices, improving student achievement and encouraging reflective practice
- Teachers' schedules will be arranged to provide teachers with time for lesson planning, curriculum designing/revising and the sharing of best practices
- Teachers will be provided with time to work in interdisciplinary collaborative teams to look at authentic students' work, and analyze assessment data to inform teaching practice and the revision of curriculum maps for teaching

- Teacher leads will be identified to facilitate collaborative session around a protocol to foster reflective learning
- The Charlotte Danielson framework has been adopted to support teacher development. Teachers are provide with the literature and *Rubric for Professional Practice* for their understanding of teaching performances necessary to deliver highly effective instruction

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Inwood House Teen Choice, program to foster healthy sexual relationships, will be providing students with life skills
- APEX Manhood Training and College Preparatory Program will be enlisted for the purpose of providing social and emotional support to male students
- New York University Tutoring Program for academic intervention for all students in need of support

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **TL Fair student funding allocation is being utilized for per session for teachers, guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Professional Development for Highly Qualified teachers**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Bedford Stuyvesant Preparatory High School teachers will develop Common Core aligned tasks embedded in a unit of study (culminating performance tasks)

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Analysis of State assessment products and student-produced work revealed that 42% of students did not demonstrate proficiency in academic content, or college-readiness, in out-comes on the New York State English, and 37% of students on the Math exam. As a result, teachers have been organized to work in interdisciplinary collaborative teams to analyze tasks alignment to Common Core State Standards for the purpose of providing instruction that is standards-based.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/activities include:

- Teachers will use protocols in ongoing professional learning communities to focus on deconstructing the Common Core Learning Standards and analyzing performance tasks to determine alignment to Common Core Learning Standards in English and Mathematics
- Teachers’ analysis of tasks alignment to Common Core Learning Standards will be supported by professional development from Children First Network 403
- Teachers will review students’ work and teachers’ task in collaborative team sessions, on an on-going basis, to determine progress to meeting the goal of developing Common Core aligned tasks in English and Mathematics
- English and Mathematics tasks aligned with Common Core Learning Standards will be developed at the end of the first term

Budget and resources alignment

- **TL Fair student funding allocation is being utilized for per session for teachers, guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Professional Development for Highly Qualified teachers and for parental involvement.**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Develop and support teacher practice to increase effective instruction for improving student performance outcomes.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Review of teachers' formal and informal observations uncovered 60% of Bedford Stuyvesant Preparatory instructional staff are performing below effective as measured by the Charlotte Danielson's rubric for Enhancing Professional Practices. Students, as a result, are missing academically rigorous learning experiences that will prepared them for college and careers.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will be engaged in book study sessions around the researched-based teaching of Charlotte Danielson's book Enhancing Professional Practice
 - Teachers will continue to participate in Japanese Lesson Study Activities to increase interdisciplinary learning experiences for students
 - Teachers will be encouraged to attend on/off-site professional development sessions hosted by the Children's First Network 403 or Department of Education Professional Development office
 - Teachers will be encouraged to attend conferences on/off-site provided by Association of Supervision and Curriculum Development to continue developing professional practices
 - Instructional-rounds will be conducted, on a weekly basis, by administrators, to provide teachers with actionable feedback for improving teacher practice

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL Fair student funding allocation is being utilized for per session for teachers, guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Professional Development for Highly Qualified teachers and for parental involvement.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve student outcome on the ELA Regents Examination by 7% in June of 2012.**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In school year 2010-2011 students' performance outcomes on New York State ELA Regents examination was 58%. With the goal of improving teachers' professional practice, the expectations are that students' academic performance of the State ELA Regents examination will increase by 7% in school year 2011-2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Instructional strategies/activities include:

- Engage students in setting personal learning goals
- Use learning contracts to help students' increase accountability and responsibility for learning
- Conduct diagnostic assessments to identify area in need of academic skills and development
- Differentiate instruction based on findings of diagnostic assessment
- Continue to provide interest inventory to determine topics that motivate or interest students
- Continue to determine the learning style preferences of individual students
- Reinforce skills of note-taking, summarizing, research strategies, and collaboration
- Use technology as a viable means to support classroom experiences and to address multiple learning needs
- Provide opportunities for student choice in enrichment or accelerated study of a topic
- Design meaningful activities for students to work on independently at the beginning of class or when students have completed assignments
- Vary assessment strategies for students to demonstrate what they have learned, to guide instructional decisions, and to focus on learning goals of the students
- Involve students in self-assessment and reflective thinking about their growth in learning
- Establish and communicate clear criteria for success to students in advance of any project, product, or learning experience (e.g., rubric, checklist)
- Align work performed in ELA classroom to expectations of ELA Regents Examination
- Activate prior student knowledge by promoting a discussion that enables a student to make connections to learned information/experiences prior to the introduction of a lesson

All teaching staff meet in the morning in teacher teams to collectively decision-make around instructional strategies and this process has been ongoing. Tutors from New York University are also facilitating these instructional strategies and activities.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Inwood House Teen Choice, program to foster healthy sexual relationships, will be providing students with life skills
- APEX Manhood Training and College Preparatory Program will be enlisted for the purpose of providing social and emotional support to male students
- New York University Tutoring Program for academic intervention for all students in need of support

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL Fair student funding allocation is being utilized for per session for teachers, guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Professional Development for Highly Qualified teachers and for parental involvement

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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|--|
| <p>Annual Goal #5</p> <ul style="list-style-type: none">Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. <p>N/A</p> |
| <p>Comprehensive needs assessment</p> <ul style="list-style-type: none">Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. <p>N/A</p> |
| <p>Instructional strategies/activities</p> <ul style="list-style-type: none">Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:<ol style="list-style-type: none">strategies/activities that encompass the needs of identified student subgroups,staff and other resources used to implement these strategies/activities,steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,timeline for implementation. <p>N/A</p> |
| <p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. <p>N/A</p> |
| <p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. <p>N/A</p> |
| <p>Service and program coordination</p> <ul style="list-style-type: none">Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. <p>N/A</p> |
| <p>Budget and resources alignment</p> <ul style="list-style-type: none">Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. <p>N/A</p> |

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

| | 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 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 10 | 16 | 12 | 10 | 18 | 17 | N/A | 20 | N/A |
| 11 | 21 | 17 | 9 | 23 | 20 | N/A | 27 | N/A |
| 12 | 12 | 15 | 13 | 15 | 22 | N/A | 19 | N/A |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),

3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|---|
| ELA | Small group and one-to-one tutoring provided during the day. Pull out and push-in services provided by New York University tutors. Students may receive tutoring, homework assistance and test prep during their lunch time and after school. |
| Mathematics | Small group and one-to-one tutoring provided during the day. Pull out and push-in services provided by New York University tutors. Students may receive tutoring, homework assistance and test prep during their lunch time and after school. |
| Science | Students may receive tutoring, homework assistance and test prep during their lunch time and after school. |
| Social Studies | Small group and one-to-one tutoring provided during the day. Pull out and push-in services provided by New York University tutors. Students may receive tutoring, homework assistance and test prep during their lunch time and after school. |
| At-risk Services provided by the Guidance Counselor | Advisory class and one-to-one counseling services. |
| At-risk Services provided by the School Psychologist | N/A |
| At-risk Services provided by the Social Worker | One-to-one counseling. Referrals for students to outside health organizations. |
| At-risk Health-related Services | Referrals are made to outside health organizations. |

INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Gillian Smith | District 13 | Borough Brooklyn | School Number 575 |
| School Name Bedford Stuyvesant Preparatory H.S. | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|--|--|
| Principal Darryl Rascoe | Assistant Principal Livingstone Hilaire |
| Coach type here | Coach type here |
| ESL Teacher type here | Guidance Counselor Cedric Hawkins |
| Teacher/Subject Area Valeria Espinoza/Biology | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Tanya Brand |
| Related Service Provider type here | Other type here |
| Network Leader Gillian Smith | Other type here |

C. 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 | 0 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | 154 | Total Number of ELLs | 0 | ELLs as share of total student population (%) | 0.00% |
|------------------------------------|------------|----------------------|----------|---|--------------|

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

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

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

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. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t# |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 |

B. ELL Years of Service and Programs

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

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | | | | | | | 0 |
| Total | 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 |
| TOTAL | 0 |

Dual Language (ELLs/EPs) K-8

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

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

| This Section for Dual Language Programs Only | |
|--|---|
| Number of Bilingual students (students fluent in both languages): <u>0</u> | Number of third language speakers: <u>0</u> |
| Ethnic breakdown of EPs (Number): | |
| African-American: <u>0</u> | Asian: <u>0</u> Hispanic/Latino: <u>0</u> |
| Native American: <u>0</u> | White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u> |

| 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 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

1. Standardized Assessments that take into consideration student proficiency in native languages. The school will provide assessments in native languages as permitted. Teachers will collaborate with the Spanish teacher and will produce an in-class assessment

A. Programming and Scheduling Information

test that is sensitive to the ELL student’s language obstacles. During state standardized assessments, the ELL students will be permitted to take exams using a dual language dictionary according to their native language. The school will administer the NYSESLAT according to state timelines and will use the test results to assess the ELL students’ progress. The school will use exam results to reflect and plan for improvement in the ESL program.

2. Supportive English Language Arts instruction and SIFE Students. English teachers and the Spanish teacher collaboratively plan and team teach focusing literacy support on all students, but with particular attention to ELL and SIFE student groups. Although no SIFE students currently attend Bedford Stuyvesant Preparatory High School, the school is prepared to meet future SIFE students’ needs.

3. Collaborative Content Area Instruction. The Spanish teacher works collaboratively with teachers in content areas on lesson development and assessment materials. This collaboration assists the teachers to align instruction more closely to ELL students’ learning needs.

4. Guidance and ESL Coordinator. After-school services focused on students struggling with English and students identified with interrupted formal education include plans to assist ELL and SIFE students achieve English proficiency in the academic setting.

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

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

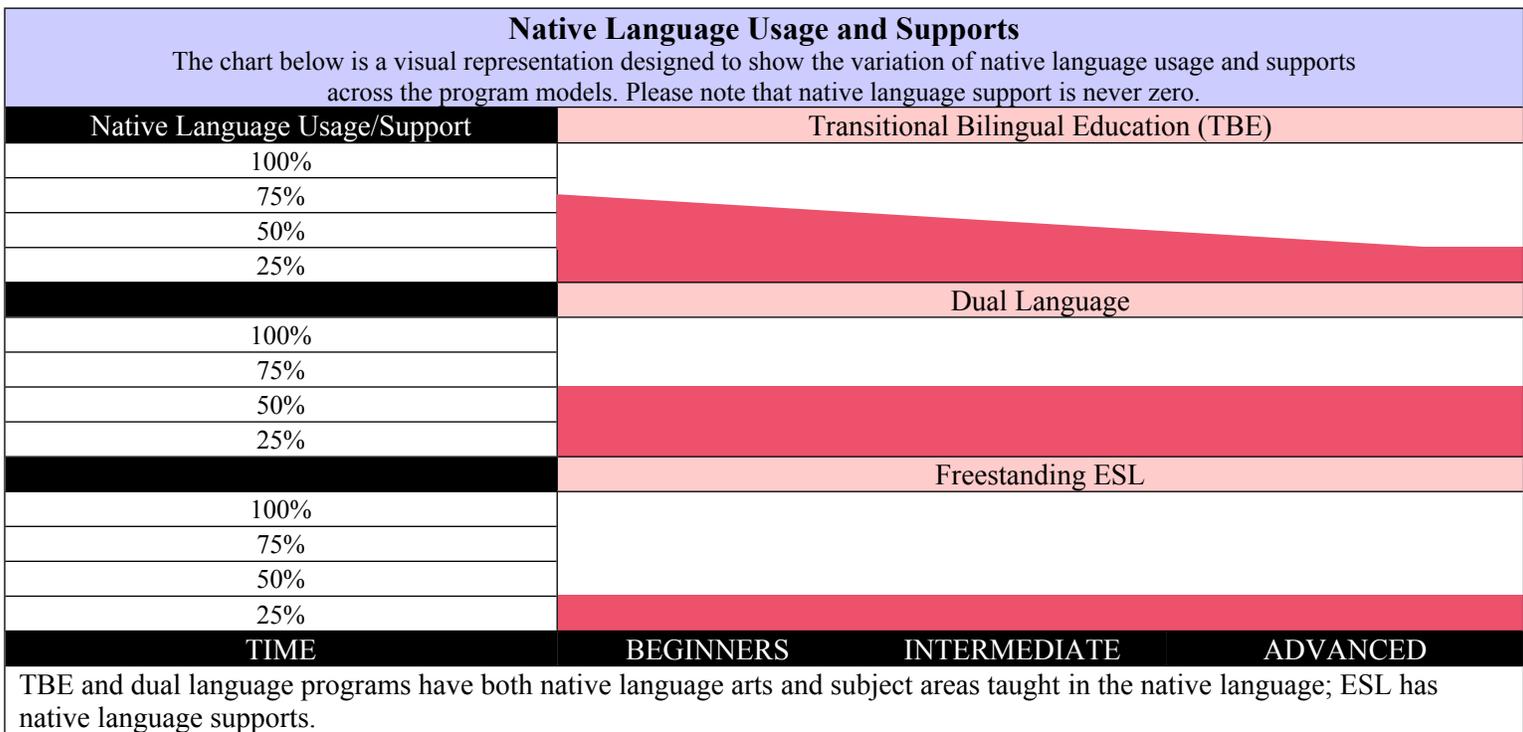
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | 0 | | | |
| Social Studies: | 0 | | | |
| Math: | 0 | | | |
| Science: | 0 | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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 |
| FOR TBE /DL PROGRAMS: 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 |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

8. Special Needs/ELL. All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers,

B. Programming and Scheduling Information--Continued

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

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

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

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

C. Schools with Dual Language Programs

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

NA

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.

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

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.

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

E. Parental Involvement

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

Paste response to questions 1-4 here 5. Effective Parent Involvement and Admissions Processing. The Parent Coordinator creates a monthly newsletter that is available in Spanish as well as English. The newsletter provides parents, students, and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after-school activities, and will highlight student achievement. The parent coordinator holds monthly parent meetings with translators present, and all school letters are accessible to parents in English and Spanish. The Spanish teacher is an essential part of the school's admission team and will review the parent survey form and program selection for during the student's first interview. At the interview, the ESL program, LAP policy, and the orientation materials in the EPIC School Kit is presented to the parents and student. The conference includes the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents are provided with the choice of selecting a program that best serves their child's need. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language. A one-on-one interview with the ESL teacher and native language translator is also provided.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING /SPEAKING | B | | | | | | | | | | | 0 | 0 | 0 |
| | I | | | | | | | | | | | 0 | 0 | 0 |
| | A | | | | | | | | | | | 0 | 0 | 0 |
| | P | | | | | | | | | | | 0 | 0 | 0 |
| READING/ WRITING | B | | | | | | | | | | | 0 | 0 | 0 |
| | I | | | | | | | | | | | 0 | 0 | 0 |
| | A | | | | | | | | | | | 0 | 0 | 0 |
| | P | | | | | | | | | | | 0 | 0 | 0 |

NYS ELA

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

NYS Science

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

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Comprehensive English | 0 | 0 | | |
| Integrated Algebra | 0 | 0 | | |
| Geometry | 0 | 0 | | |
| Algebra 2/Trigonometry | 0 | 0 | | |
| Math | 0 | 0 | | |
| Biology | 0 | 0 | | |
| Chemistry | 0 | 0 | | |
| Earth Science | 0 | 0 | | |
| Living Environment | 0 | 0 | | |
| Physics | 0 | 0 | | |
| Global History and Geography | 0 | 0 | | |
| US History and Government | 0 | 0 | | |
| Foreign Language | 0 | 0 | | |
| Other | 0 | 0 | | |
| Other | 0 | 0 | | |
| NYSAA ELA | 0 | 0 | | |
| NYSAA Mathematics | 0 | 0 | | |
| NYSAA Social Studies | 0 | 0 | | |
| NYSAA Science | 0 | 0 | | |

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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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

| School Name: _____ | | School DBN: _____ | |
|---|----------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K575 **School Name:** Bedford Stuyvesant Preparatory HS

Cluster: CFN **Network:** 403

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.

We use the data from our in house language survey and from ARIS to assess our written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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 major findings of our school's written translation and oral interpretation needs indicate that our parents and guardians are almost exclusively English and Spanish speaking. This information is reported to the school community through ARIS data and staff meetings.

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.

At Bedford Stuyvesant Preparatory High School we take a language survey during student intake to identify the language needs of our parents and guardians. Once we determine through the results of the survey what those language needs are of our parents and guardians collectively, we send out documents to the homes that reflect those language needs. The vast majority of our parents and guardians speak English and the remainder speak predominantly Spanish so our literature is mailed out in those two languages. Written translation is provided in-house by school staff.

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.

Oral interpretation services are provided in-house by school staff and these needs are ascertained through the language survey conducted during student intake.

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>.

All critical communications will be distributed in the language that reflects parental needs. Parents will be notified through mailings, meetings, and email about the DOE Translation and Interpretation Unit. Signs that reflect parental language needs will be posted conspicuously in the main office and in the area of the parent coordinator. Current record of the primary language of each parent will be kept on file.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|-------------------------------|
| Name of School: Bed Stuy Prep HS | DBN: 13K575 |
| Cluster Leader: Chris Groll | Network Leader: Gillian Smith |
| This school is (check one): | |
| <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 0 |
| # of certified ESL/Bilingual teachers: 0 |
| # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: n/a

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: n/a

Part D: Parental Engagement Activities

Describe the parental engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: n/a

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
|-----------------|-----------------|---|

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem | | |
| Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |