



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** BEDFORD ACADEMY HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 13k 595

**PRINCIPAL:** ADOFO ABDULLAH MUHAMMAD      **EMAIL:** AMUHAMMED@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. 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
<b>Mr. Adofu A. Muhammad</b>	*Principal or Designee	
Mr. Steve Burrell	*UFT Chapter Leader or Designee	
Ms. Donna Russell	*PA/PTA President or Designated Co-President	
Mr. Seanluc Acevedo	DC 37 Representative, if applicable	
Yvonne Diggs & Alastair Richards	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Abu Muhammad	CBO Representative, if applicable	
Cluny Lavache	Member/Administrator	
Donald Day	Member/Parent	
Cathy Boykin	Member/Parent	
Allison Fulford	Member/Parent	
Allison Salawudeen	Member/Parent	
Deji Komolafe	Member/Teacher	



## **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**

Develop a comprehensive Professional Learning Community on the framework of Alan Blankstein's Failure Is Not an Option program.

### **Comprehensive needs assessment**

- Based on an analysis of the schools environmental survey over the past two years, Bedford Academy has received *7.4 out of a possible 10* in engagement in two consecutive years, therefore it is critical to come up with a plan of action that helps to change the current trend and increase communication with parents, build trust and collegiality with staff and make sure the educational environment for the students sustains itself

### **Instructional strategies/activities**

1. Teachers will be expected to create goals for themselves and students. The goals will be analyzed and discussed in September of **2011** and assessed on an interim basis in February of 2012 and analyzed gain in **June of 2012** for competency. Each individual teacher will be interviewed during the month of September by me in an effort to ascertain their personal and students related goals. During the conference, the teacher will help to develop their own individual professional development plan which will focus on **four key** areas:
  - Planning and Preparation
  - Instruction
  - Classroom Environment
  - Professional Responsibilities
  - Using the Alan Blankstein's Failure is Not An Option framework

### **Implementation of Common Core Standards**

2. Teachers will engage in a comprehensive online grading program designed to engage parents and students in real time up to date progress reports which enhance their professional practice and create a stronger bond with parents.
3. Implement an action plan which outlines the first semester's guidelines for teachers and benchmarks. Teachers are expected to meet on a weekly basis to explore their plans of actions. In addition, a collective of teachers will help develop the second semesters action plans which will also focus on the following:
  - Assessments
  - Guidance
  - Academic Intervention Services
  - Implementation of Technology

- Parent Involvement

### **Strategies to increase parental involvement**

- 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
- 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
- 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
- Midyear survey in January and March which will extend to the parents and teachers

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued reduction of classroom sizes
- Competitive and rigorous instructional practices
- Socially conducive atmosphere
- Respectful and professional atmosphere
- Entrusting teachers to actively participate in the social and academic lives of their students
- Proven record of success
- Providing teachers with instructional autonomy in regards to their pedagogical best practices
- Collaborative teaming to move professional practice, based on Blankstein's framework
- Identify lead teachers for possible administrative duties

### **Service and program coordination**

The services provided include tutorial services in the form of small group instruction, after-school tutorial services, Saturday Academy and Bedford Academy's 9 to 9 schedules which operate from 9 a.m. to 9 p.m. three Saturday's prior to any Regents level examinations. In addition, academic assistance is provided to students taking the A.P. exams and SAT's. All programs help students become actively engaged.

**Budget and resources alignment**

Fair student funding will be used to facilitate workshops which encourage collegiality among the teachers and the instructional environment. Teachers will engage in workshops which help determine student outcomes, instructional best practices, implementation of the common core standards and the establishment of family groups that help to propel the teachers towards having a true sense of understanding the scholars in and outside of the classroom environment.

**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**

By June 2012, Bedford Academy will increase the number of students taking AP classes by 10%.

**Comprehensive needs assessment**

After an analysis of the percentage of students taking AP courses, it was determined that there were only 85 scholars out of 360 engaged in AP classes. This current school year, there is approximately 155 students engaged in taking Advanced Placement classes

**Instructional strategies/activities**

- Target AP Classes September 2011 through May 2012
- College Board training courses
- Provide tutorial Service programs for scholars engaged in Advanced placement courses
- Double Block specific classes in order to provide more time to the instructional rigor of AP classes
- Diagnostic AP examinations
- Provide 9 to 9 tutorial services to students prior to taking the examination

**Strategies to increase parental involvement**

- 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

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued reduction of classroom sizes
- Competitive and rigorous instructional practices
- Socially conducive atmosphere
- Respectful and professional atmosphere
- Entrusting teachers to actively participate in the social and academic lives of their students
- Proven record of success
- Providing teachers with instructional autonomy in regards to their pedagogical best practices

**Service and program coordination**

The services provided include tutorial services in the form of small group instruction, after-school tutorial services, Saturday Academy and Bedford Academy's 9 to 9 schedules which operate from 9 a.m. to 9 p.m. three Saturday's prior to any Regents level examinations.

**Budget and resources alignment**

Resources used are based on Fair Student Funds, Fair student Funding and Title I funds which are utilized to purchase equipment, facilitate teacher trainings, and secure books and equipment that help to propel student development and promote academically sound outcomes.

### 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**

By June 2012, we will increase the percentage of sophomores taking the Global Studies exam from two years to one year as measured by a 5% increase of sophomores taking the Global Studies examination in June of 2012.

#### **Comprehensive needs assessment**

Based on my analysis of students who took the regents exam I found that they could benefit from taking the Global Studies examination in one year as opposed to two years.

#### **Instructional strategies/activities**

- Scheduled classes in an effort to double block time in order to give scholars the opportunity to have more time on task to master the curriculum
- Provide Tutorial Services for scholars
- Castle Learning on-line homework system
- Diagnostic exams given in January and May of 2011
- 9 to 9 pre-regents tutorial programs will take place four Saturdays prior to the examination given in June of 2012

#### **Strategies to increase parental involvement**

- 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

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued reduction of classroom sizes
- Competitive and rigorous instructional practices
- Socially conducive atmosphere
- Respectful and professional atmosphere
- Entrusting teachers to actively participate in the social and academic lives of their students
- Proven record of success
- Providing teachers with instructional autonomy in regards to their pedagogical best practices

- Administrative staff will attend hiring fairs and in conjunction with Human Resources attempt to hire the best possible candidates

**Service and program coordination**

The services provided include tutorial services in the form of small group instruction, after-school tutorial services, Saturday Academy and Bedford Academy's 9 to 9 schedules which operate from 9 a.m. to 9 p.m. three Saturday's prior to any Regents level examinations.

**Budget and resources alignment**

Resources used are based on Fair Student Funds, Fair student Funding and Title I funds which are utilized to purchase equipment, facilitate teacher trainings, and secure books and equipment that help to propel student development and promote academically sound outcomes.

## 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**

By June 2012, student subgroups will complete the Common Core Learning standards in Mathematics task as measured by a 100% completion rate of student portfolios.

### **Comprehensive needs assessment**

In an effort to meet the proposed heightened learning standards, Bedford Academy has engaged in the process of examining the Common Core Standards and instituting task which meet those standards in an effort to better serve our student body, parents and community.

**Instructional strategies/activities:** Utilization of the Inquiry Team methodology while infusing the common core standards

Phase I.

- a. Define a school-wide focus (**Implementation of the Common Core Standards in Math and ELA**)
- b. Define the target population (**All Subgroups**)
- c. Define a long-term goal (**Implementation of the Common Core Standards in Math and ELA**)
- d. Define learning targets and short term goals (**Student Subgroups and incremental implementation**)

Phase II.

- a. Analyze target population (you are to do an analysis of the population of the students that you have identified as the targeted population).
- b. Design and implement and instructional change strategy.
- c. Evaluate and revise based on interim progress measures (using your formal and informal assessments determine students progress will keeping track of what strategies use that is beneficial to the students.

Phase III.

- a. Analyze systems that produce conditions of learning.
- b. Design and implement system-level change strategy.
- c. Evaluate and revised based on interim progress measures.

- Interdisciplinary: Using the Mathematics and Literacy Common Core Standards in their applications to Living Environment, English, social studies and Chemistry

### **Strategies to increase parental involvement**

- 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

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued reduction of classroom sizes
- Competitive and rigorous instructional practices
- Socially conducive atmosphere
- Respectful and professional atmosphere
- Entrusting teachers to actively participate in the social and academic lives of their students
- Proven record of success
- Providing teachers with instructional autonomy in regards to their pedagogical best practices
- Administrative staff will attend hiring fairs and in conjunction with Human Resources attempt to hire the best possible candidates

**Service and program coordination**

The services provided include tutorial services in the form of small group instruction, after-school tutorial services, Saturday Academy and Bedford Academy's 9 to 9 schedules which operate from 9 a.m. to 9 p.m. three Saturday's prior to any Regents level examinations.

**Budget and resources alignment**

Resources used are based on Fair Student Funds, Fair student Funding and Title I funds which are utilized to purchase equipment, facilitate teacher trainings, and secure books and equipment that help to propel student development and promote academically sound outcomes.

**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.


**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	80	80	80	80	0	0	0	0
<b>10</b>	10	95	95	95				

<b>11</b>	2	97	97	0				
<b>12</b>	4	40	5	4				

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.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in ELA. The Saturday Academy will also allow student additional opportunity to received assistance. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2012. In addition, Bedford Academy has created a system of small group instruction within the framework of the day that allows for a 10 to 1 ratio between teachers to student. This program in addition to the aforementioned intervention programs takes place on Monday, Tuesday, and Friday.
<b>Mathematics</b>	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Mathematics. The Saturday Academy will also allow student additional opportunity to received assistance. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2012. In addition, Bedford Academy has created a system of small group instruction within the framework of the day that allows for a 10 to 1 ratio between teachers to student. This program in addition to the aforementioned intervention programs takes place on Monday, Tuesday, and Friday.
<b>Science</b>	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Science. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June 2012. The Saturday Academy will also allow student additional opportunity to received assistance. In addition, Bedford Academy has created a system of small group instruction within the framework of the day that allows for a 10 to 1 ratio between teachers to student. This program in addition to the aforementioned intervention programs takes place on Monday, Tuesday, and

	Friday.
<b>Social Studies</b>	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Social Studies. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January of June 2012. The Saturday Academy will also allow student additional opportunity to received assistance. In addition, Bedford Academy has created a system of small group instruction within the framework of the day that allows for a 10 to 1 ratio between teachers to student. This program in addition to the aforementioned intervention programs takes place on Monday, Tuesday, and Friday.
<b>At-risk Services provided by the Guidance Counselor</b>	The students that will be serviced will be provided counseling and strategies to deal with conflict resolution, peer mediation and character development.
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	N/A
<b>At-risk Health-related Services</b>	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT 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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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 with 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 <b>N. Manning Andrews</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>595</b>
School Name <b>Bedford Academy High School</b>			

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

Principal <b>Mr. Adofo Muhammad</b>	Assistant Principal <b>Ms. La Vache</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Garry</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>366</b>	Total Number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.55%</b>
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## Part II: ELL Identification Process

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

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

#### 0Part II: ELL Identification Process

1. These are the steps for the initial identification of the students who may possibly be ELLs at this school which includes screening , initial assessment, program placement and annual assessments: The first step is upon registration the parents complete the Home Language Identification (HLIS) form and Ethnic Survey with the assistance of the ESL Teacher. Translation and Interpretation services are provided upon request with the completion of the registration process. We have staff in our school that read, write and speak Spanish and Creole and are available for translation. In the event that a staff member is not available to translate or the DVD does not come in the language spoken by the parent, then the translation services unit will be contacted. Next, the ESL will determine the new admits' home language and if they are eligible for LAB-R testing by conducting an informal interview in native language and English. Then the parents are informed about their options upon the three program choices – ESL , Dual Language or Bilingual Transitional and have the opportunity to watch the DVD in their native language and complete the Parent Survey & Program Selection form.

Within the first ten days of enrollment, the new admits that are entitled are tested with LAB-R by the ESL Teacher using the RLER report via ATS. If the new admits with native language of Spanish do not test out with the LAB-R, they are also tested with the Spanish Lab within the first ten days of enrollment by the ESL teacher. A parent orientation will be conducted in their native language via DVD or internet link. An oral interview with the parent and/or student will also take place to determine eligibility and the student will be placed in a program. Afterwards, the ESL Teacher will assist the Pupil Accounting Secretary in the input of the correct home language using the information from the HLIS for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs.

Every September, the ESL Teacher & Data Specialist print out ATS reports – RNMR & RLAT and aggregate the NYSESLAT data and creates an EXCEL NYSESLAT spreadsheet and disseminate to the entire staff that provide instruction to ELLs in order to differentiate their instruction. The NYSESLAT spreadsheets are organized by individual students and across the grades 9 to Grade 12. The data includes proficiency levels, the scale scores for listening/speaking and reading/writing and LAB-R scores. Teachers of ELLs use the NYSESLAT data to differentiate classroom instruction. All beginning and intermediate students receive 540 minutes of ESL instruction per week and all advance students receive 180 minutes of ESL instruction per week as per CR Part 154 instructional requirements. The Data Specialist will provide the data to the teacher of ELLs who students take the Periodic Assessments given throughout the year. The teachers will use the Periodic Assessments to drive and differentiate instruction across the four modalities - reading, writing, listening and speaking.

2. The structures that are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language & ESL self-contained) are first and foremost that the parents must complete the HLIS (Home Language Identification Survey) to determine the home language of the child. Based on the language responses, parents are informed about all programs (ESL self-

contained, TBE and Dual Language) available by the ESL Teacher. During parent orientations, parents are then given pamphlets and shown a DVD that details the three programs offered and available in their native language. Parents are given Parent Survey & Program Selection form to choose the program that they deem appropriate for their child. Parents who did not view the DVD have another opportunity to attend orientations in their native language to complete Parent Survey & Program Selection Survey. If unavailable, the Parent Survey & Program Selection form is not completed via school orientation, one-on-one meeting or phone call then the school will provide the current Free Standing ESL Program.

3. Each year, the school's ESL Teacher will compile the entitlement letters once the LAB-R, Spanish Lab and/or NYSESLAT results confirmed that the students are entitled and continuing ELLs. The entitlement letters (translated in parents' preferred language) are sent home, a copy of the letter is kept on file in the office. After the orientation, the ESL Teacher will collect the Parent Survey and Program Selections forms that are completed and returned after viewing of the DVD in their native language. Once completed, the ESL Teacher will place them on file in the office.

4. The criteria used to place identified ELLs students in bilingual or ESL instructional programs is that once the student is identified as an ELL, he or she is placed in a program based on the Parent Survey and Program Selection form completed by the parents and/or consultation (translation provided upon request) with parents upon registration. If the Parent Survey and Program Selection form have not been completed nor returned, then the school will continue outreach to the parent and the current Free Standing ESL Program will be provided in consultation with the parent/guardian.

5. After viewing the Parent Survey and Program Selection forms for the past few years, the students vary in languages due to changes and due to limited ELLs in the school there really is no majority of students ( Spanish, Hatian Creole and Fulani languages have been the trend but the maximum number of ELLs has been usually two to three students in the past few years.

6. The Free Standing ESL Program is in alignment with Parent Choice Surveys and Parent Selection. This is based on parents understanding and the parent orientation provided.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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#### 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained										1				1
Push-In														0
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>								

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	2	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			2						2
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </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										1				1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1./2.Part IV: ELL Programming

#### A. Programming and Scheduling Information

1A. Bedford Academy High School has the following organizational model of Free Standing ESL self-contained.

1B. The program models for ESL classes are heterogeneous, students are performing on different proficiency levels. Our ESL classes are self-contained. Where the student(s) receive their mandated ESL instruction – all beginners & intermediate students receive 540 minutes/360 minutes of ESL instruction per week and all advanced students receive 180 minutes of ESL instruction per week in compliance with CR Part 154 instructional requirements.

2. All ELL students are held to the same high academic standards as our monolingual students. All students including ELLs participate in all content area high school course work. The beginners and intermediate students receive 540 and 360 minutes of mandated instruction

## A. Programming and Scheduling Information

and the advanced students receive 180. At this time there is one ELL student receiving Advanced level services at Bedford Academy High School.

2A. All beginning and intermediate students receive 540 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students receive 180 minutes of ESL instruction and 180 minutes of Language Arts per week as per CR Part 154 instructional requirements.

3. Students in the ESL self-contained model receive all instruction in English across all content areas with native language support (e.g. bilingual dictionaries, and content area glossaries, technology and buddy system). ESL methodologies and scaffolding are also used in all content areas such as ELA, mathematics, science and social studies.

4. The ELLs are appropriately evaluated through content teacher assessments (exam aligned to the Common Core Learning Standards/NYS Regents and ESL Teacher assessments).

5A. We currently do not have any SIFE students; however, if so, these students will receive rigorous grade level instruction in all content areas, taught in their native language and English. ELLs that are in US schools for less than three years and are beginning and intermediate students will receive 540 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students will receive 180 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. Our school will provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards and SED NLA Standards in all content areas. We will provide afterschool programs to support content area instruction in math, science, ELA and social studies. ELLs that have special needs or IEP's be provided them with the related services according to their individual mandates which include Speech Therapy, Occupational Therapy, Physical Therapy, Guidance Counseling and/or SETSS.

5B. Our newcomers (ELLs in school less than three years) receive support in all areas of their educational endeavor. As a result of HLIS, LAB-Rs & NYSESLAT data, newcomers are placed in their appropriate setting (ESL self-contained) by parental options. Once placed in an organizational model (ESL) the ELLs are given mandated instruction in ESL as per CR Part 154 instructional requirements. In addition, the ELLs are immersed in a variety of school-wide programs such as afterschool, Saturday Academy, clubs and extended day.

5C. Our ELLs receiving service 4 to 6 years receive support in all areas of their educational path. As a result, NYSESLAT and ELL Periodic Assessment data will be used to plan instruction for these students according to areas of needs across the four modalities – listening/speaking and reading/writing. Once placed in an organizational model, (ESL or Dual Language), the students will remain in their program and are given the mandated instruction in ESL and/or NLA per week as per CR Part 154 instructional requirements. In addition, the students are immersed in a variety of school-wide programs such as afterschool, ELLA, Saturday Academy, clubs and extended day. These students receive academic intervention based on data received from assessments (formative & summative) in small-group instruction to meet their needs.

5D. At the current time, we do not have Long-Term ELLs. We have one student that is a newcomer. If we had students in our school for more than 6 years or more, we will provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards.

6. The teachers of ELL-SWDs use a variety of instructional strategies using differentiated instructional best practices. During balanced literacy

7. If we had ELLs with special needs whose IEP recommends ESL instruction received their mandated hours (540 minutes for Beginners and 360 minutes for Intermediate or 180 minutes for Advanced) based on the NYSESLAT and/or LAB-R results. They would receive self-contained ESL classes in a mixed ability grouping along side their general education peers. The ESL Teacher record "First Attendance Reporting system for ESL and record the student's attendance on SESIS. ELLs with disabilities whose IEP recommends bilingual instruction receives bilingual instruction that are standards based and aligned with K-3 curriculum. ELLs with disabilities whose IEP recommends a bilingual paraprofessional is assigned to one and he/she works side-by-side in accordance to the recommendations of the IEP. The bilingual paraprofessional will record "First Attendance Reporting System" and record the student's attendance on SESIS. Testing accommodations and related services (PT, OT, Speech, SETSS, and/or counseling) will be provided within the individual guidelines for the ELLs students with disabilities. Technology will be provided and utilized to enrich and support ELLs with disabilities.

## A. Programming and Scheduling Information

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	ESL teacher supports the student in a one to one setting and provides instruction based on			
75%	ESL techniques and methodologies. Student data is reviewed in order to assess strengths and weaknesses ( previous years assessments and			
50%	current periodic assessment scores). This student needs additional support in reading and writing based on the NYSESLAT results for			
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

## 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. Targeted intervention for ELLs in ELA / Math and other content areas : Peer to Peer Intervention (All Content Areas), Saturday Academy, ( All content areas) Regents Prep, 9am to 9pm Regents Prep for three to four weeks prior to Regents and AP exams, SAT Prep Course, PSAT Prep Class. ZThe courses are supported by ESL Certified Teacher and Content Area teachers. Invervention is individualized and based on student data. 9. Transitional support consists in small group peer tutoring , voluntary participation in selected ESL classes provided after school and Saturday Academy and testing accomodations. 10. Additional native language materials and resources will be provided to support esoteric languages and promote cultural awareness and promote student self esteem. 11. There are no programs or services being discontinued. 12. ELLs are afforded equal access to all school programs. All programss are available to the students, and there is a advisory class (referred to as the "family group" which supports the student socially and academically). Students have the opportunity to participate in peer tutoring, Saturday Academy and various test prep classes. 13. The teachers are supporting students with SMARTBOARD, Text on ROM, and graphing calculator technology to support ELLs in the content area . 14. Native language support is provided through the use of bilingual glossaries and dictionaries in the content areas. The ESL teacher supports the student in the usage of these instructional tools in the ESL Stand Alone Model (pull out). 15./16. The support services and resources

## B. Programming and Scheduling Information--Continued

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

8. Targeted intervention for ELLs in ELA / Math and other content areas : Peer to Peer Intervention (All Content Areas), Saturday Academy, ( All content areas) Regents Prep, 9am to 9pm Regents Prep for three to four weeks prior to Regents and AP exams, SAT Prep Course, PSAT Prep Class. ZThe courses are supported by ESL Certified Teacher and Content Area teachers. Invervention is individualized and based on student data. 9. Transitional support consists in small group peer tutoring , voluntary participation in selected ESL classes provided after school and Saturday Academy and testing accomodations. 10. Additional native language materials and resources will be provided to support esoteric languages and promote cultural awareness and promote student self esteem. 11. There are no programs or services being discontinued. 12. ELLs are afforded equal access to all school programs. All programss are available to the students, and there is a advisory class (referred to as the "family group" which supports the student socially and academically). Students have the opportunity to participate in peer tutoring, Saturday Academy and various test prep classes. 13. The teachers are supporting students with SMARTBOARD, Text on ROM, and graphing calculator technology to support ELLs in the content area . 14. Native language support is provided through the use of bilingual glossaries and dictionaries in the content areas. The ESL teacher supports the student in the usage of these instructional tools in the ESL Stand Alone Model (pull out). 15./16. The support services and resources definetly support the ESL student. He is a ninth grader and the Summer Intensive Program promotes and supports academic success for the transitioning student from middle school to high school. The advisory support class is geared towards the needs of the ninth grade students with support in study skills and student goal achievement. Parent and student orientation is mandatory and the administrative team supports the needs of the whole child and parent involvement. The orientation process includes workshops on academic success and parent participation to assist the family in managing student challenges. These supports begin in August and September during the school year. 17. The students at bedford Academy are offered Spanish as a language elective.

## NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

### C. Schools with Dual Language Programs

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

N/A

## NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

### D. Professional Development and Support for School Staff

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

1. The Professional Development Plan for all ELL personnel consists of Differentiated Instruction for ELLs, Content Area Support for ELA and Math, Common Core and Literacy and MathTasks for ELLs .2. The staff is provided with weekly departmental meetings and

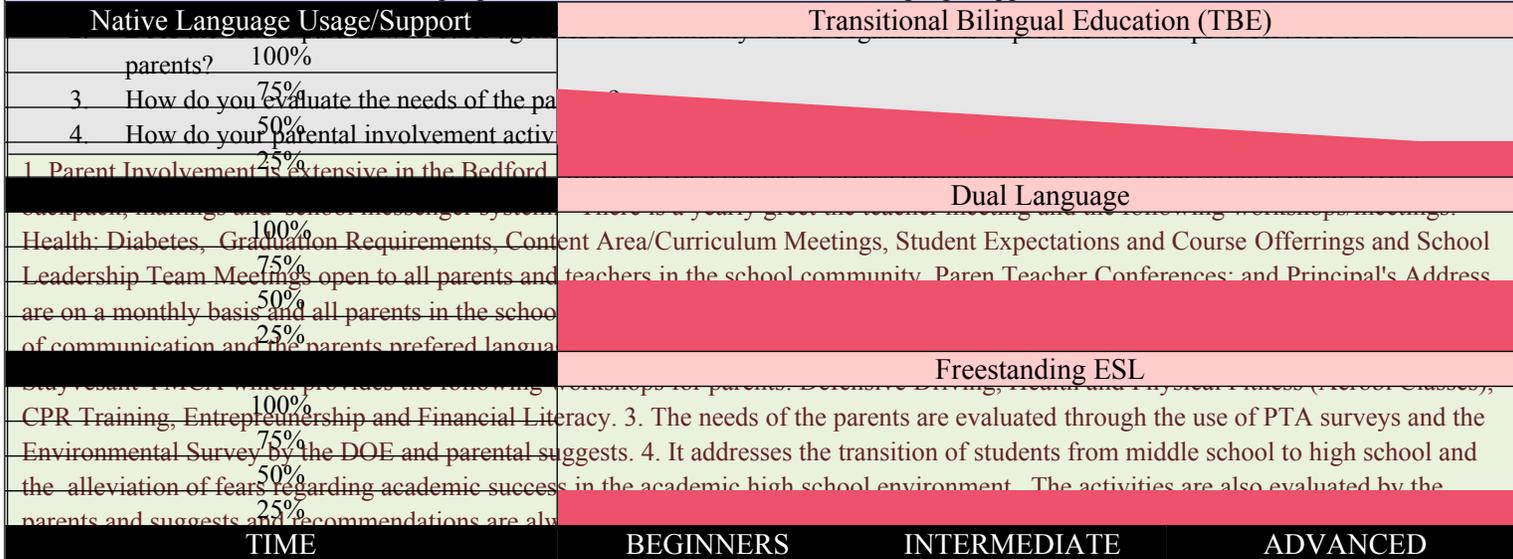
ESL instruction for <i>all</i> ELLs as required	540 minutes	360 minutes	180 minutes
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**Native Language Usage and Supports**  
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

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

8. Targeted intervention for ELLs in ELA / Math and other content areas : Peer to Peer Intervention (All Content Areas), Saturday Academy, ( All content areas) Regents Prep, 9am to 9pm Regents Prep for three to four weeks prior to Regents and AP exams, SAT Prep Course, PSAT Prep Class. ZThe courses are supported by ESL Certified Teacher and Content Area teachers. Invervention is individualized and based on student data. 9. Transitional support consists in small group peer tutoring, voluntary participation in selected

## B. Programming and Scheduling Information--Continued

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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.
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8. Targeted intervention for ELLs in ELA / Math and other content areas : Peer to Peer Intervention (All Content Areas), Saturday Academy, ( All content areas) Regents Prep, 9am to 9pm Regents Prep for three to four weeks prior to Regents and AP exams, SAT Prep Course, PSAT Prep Class. ZThe courses are supported by ESL Certified Teacher and Content Area teachers. Invervention is individualized and based on student data. 9. Transitional support consists in small group peer tutoring , voluntary participation in selected ESL classes provided after school and Saturday Academy and testing accomodations. 10. Additional native language materials and resources will be provided to support esoteric languages and promote cultural awareness and promote student self esteem. 11. There are no programs or services being discontinued. 12. ELLs are afforded equal access to all school programs. All programss are available to the students, and there is a advisory class (referred to as the "family group" which supports the student socially and academically). Students have the opportunity to participate in peer tutoring, Saturday Academy and various test prep classes. 13. The teachers are supporting students with SMARTBOARD, Text on ROM, and graphing calculator technology to support ELLs in the content area . 14. Native language support is provided through the use of bilingual glossaries and dictionaries in the content areas. The ESL teacher supports the student in the usage of these instructional tools in the ESL Stand Alone Model (pull out). 15./16. The support services and resources definetly support the ESL student. He is a ninth grader and the Summer Intensive Program promotes and supports academic success for the transitioning student from middle school to high school. The advisory support class is geared towards the needs of the ninth grade students with support in study skills and student goal achievement. Parent and student orientation is mandatory and the administrative team supports the needs of the whole child and parent involvement. The orientation process includes workshops on academic success and parent participation to assist the family in managing student challenges. These supports begin in August and September during the school year. 17. The students at bedford Academy are offered Spanish as a language elective.

## C. Schools with Dual Language Programs

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## 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?

1. Parent Involvement is extensive in the Bedford Academy High School. Parents communication is provided through email, flyers, backpack, mailings and school messenger system. There is a yearly greet the teacher meeting and the following workshops/meetings: Health: Diabetes, Graduation Requirements, Content Area/Curriculum Meetings, Student Expectations and Course Offerings and School Leadership Team Meetings open to all parents and teachers in the school community, Paren Teacher Conferences: and Principal's Address are on a monthly basis and all parents in the school community participate. Parents are provided with a survey for the most effective means of communication and the parents preferred language 2. The Community based Organization utilized at Bedford Academy is the Bedford Stuyvesant YMCA which provides the following workshops for parents: Defensive Driving, Health and Physical Fitness (Aerobi Classes), CPR Training, Entrepreneurship and Financial Literacy. 3. The needs of the parents are evaluated through the use of PTA surveys and the Environmental Survey by the DOE and parental suggests. 4. It addresses the transition of students from middle school to high school and the alleviation of fears regarding academic success in the academic high school environment. The activities are also evaluated by the parents and suggests and recommendations are always welcome. Current health trends and information are provided to support student success. The whole child is nurtured at Bedford A.cademy.

# Part V: Assessment Analysis

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

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

The school is driven to provide high quality instructional opportunities for all learners st Bedford Academy. There is a very small

### 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.

AT this time the ELL student is currently in the ninth grade and has not taken any Regents exams. The school has a very low number of ELLs generally and at this time there is one . The student is participating in a Free Standing ESL (pull out) Program.

### 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													0
Intermediate(I)														0
Advanced (A)										2				2
Total	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	n/a			
Integrated Algebra	2		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0							
Chinese Reading Test	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.
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  - 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.
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- 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.

The school is driven to provide high quality instructional opportunities for all learners at Bedford Academy. There is a very small population of ELLs from year to year. Teachers provide basic skill diagnostic exams for incoming students. Based on the handful of ELLs that have attended this school the data (LAB R/NYSESLAT) shows that the majority of the students have challenges with reading and writing. In consideration of this data analysis, ESL instruction and academic intervention is geared towards improving reading and writing skills at the secondary level with an emphasis towards college readiness. RTI and DI are utilized to support the individual needs of the students in order to achieve academic success here at Bedford Academy. The school has a Free Standing ESL pull out program in existence.

### 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.

At this time the ELL student is currently in the ninth grade and has not taken any Regents exams. The school has a very low number of ELLs generally and at this time there is one. The student is participating in a Free Standing ESL (pull out) Program.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Adofo Muhammad	Principal		1/1/01
Ms. Lavche	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ms. Garry	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:** 13K595      **School Name:** Bedford Academy High School

**Cluster:** 1      **Network:** 110

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

**Part A: Needs Assessment Findings**

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

In order to assess our 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 used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language allocation Plan for the school. The parent coordinator and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

Our school is located in Bedford Stuyvesant a working class section of Brooklyn. The community as a whole very diverse. Approximately .5% of our students are recent immigrants. The majority come from Haiti, Africa, Jamaica and the Dominican Republic. The school is comprised of 89 African- Americans, 7% Hispanics and 4% others. We used our classroom surveys, the inventory of languages from the HLIS report to assess the oral language needs of parents. We found that the major language group was Spanish.

## Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole, French, Arabic and Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (Haitian Creole, French, Arabic and Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in Haitian Creole, French, Arabic and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy, Grade Level Meetings and Math Nights and Parent-Teacher conferences.

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 will be provided by in-house by school staff. We have staff members who speak Arabic, French, Haitian Creole, Spanish. Since the major language group is Spanish, we have teachers to interpret in Haitian Creole, Arabic, French and Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. Teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them.

We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided.

At the present time we have enough staff members to accommodate our translation needs.

We do have signs in the lobby of our school advertising such services. We, the school administrators, make every effort to accommodate our parents oral and written translation needs.