



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BARD HIGH SCHOOL EARLY COLLEGE QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q299

PRINCIPAL: VALERI J. THOMSON

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SUPERINTENDENT: JUAN MENDEZ

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
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Our goal is to have at least 90% of our graduating students accepted to at least one post-secondary education program.

Comprehensive needs assessment

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

This year our graduating class is nearly three and a half times larger than it has been in our first two years. We would like to assure that this expansion does not affect the quality of service provided in preparing the students who complete our early college program to move on seamlessly to appropriate further higher education. As in previous years, a significant number of our students will be the first in their families to go to college. First-Generation students are typically less likely to have access to information about the college admissions and financial aid processes and have a much lower college-going rate than students whose parents completed 4-year degrees in the U.S.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Last year we established a College Transfer Office, CTO on our campus with one Associate Director to assist our two Guidance Counselors. This year we are expanding so that there are nine CTO advisors who each have a case load of no more than 20-25 students.*
- *All faculty CTO advisors receive a course reduction in the fall, during the heaviest time of applications, so that they can devote sufficient time to working with students on the college application process.*
- *We will send the Associate Director of CTO to the 67th annual National Association for College Admission Counseling held in New Orleans.*
- *We will send some of our CTO Advisors to the Financial Aid Workshop presented by Davidson College office of Admission and Financial Aid this Fall.*
- *The Associate Director of CTO will develop weekly curriculum for the CTO advisors to follow and we will hold weekly meetings for CTO Advisors at a designated time for training and best-practice sharing.*
- *We will host representatives from a large number of colleges interesting to our students*
- *We will keep students and advisors informed of special opportunities, grants, and scholarships for ALANA and low income students.*
- *We will hold six grade-based College Prep Family Nights where we will present on topics such as Early Preparation, Testing, the Application Process and Financial Aid.*

- *We will organize a multi-state College Visit Trip for approximately 75% of the graduating class. Scholarship will be available for any students demonstrating financial need.*

We will purchase and begin using the Naviance Succeed database to manage our college application processes. Naviance is the industry standard for College Counseling.

Strategies to increase parental involvement

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

We will hold meetings for parents and students so that they are aware of what is required to apply to colleges (including taking standardized tests, filling out the applications, applying for financial aid, and going on college tours).

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our faculty are Highly Qualified as defined by NCLB (Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.)

Staff will have access to many professional development resources such as the College Access Consortium of New York (CACNY) and the College Counseling courses led by the College Access Professional Development Institute (CAPDI) at Goddard Riverside Community Center. Our Associate Director will meet individually with advisors to talk about their caseloads and important benchmarks in the college and financial aid process.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Staff will participate in seminars run by NACAC (National Association of College Admissions Counseling), CAPDI (College Access Professional Development Institute) and information sessions held by colleges. We will also invite a Financial Aid Representative from St. John's University to run our annual Financial Aid Workshop. The CTO Associate Director will also attend a seven-day DecemberFest 2011 workshop to learn more about the application process at selective colleges on the west coast and to represent our BHSEC Queens in this forum. The DecemberFest trip funded entirely by the nine college she will be visiting.

Budget and resources alignment

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

Bard High School Early College Queens has nine CTO Advisers, four of whom are full-time teaching faculty. The full-time faculty members receive a Fall course release to provide time for this work. We cover all expenses for our Associate Director to travel to the annual NACAC Conference in New Orleans and the regional conference of NYSACAC in June at the University of Rochester. We will also support the 7-day leave of absence for the all-expense paid trip for our CTO Associate Director to travel to nine selective schools in California.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To provide sufficient support so students entering BHSEC Queens from Schools Under Registration Review or from Schools In Need of Improvement they can maintain a grade point average of 2.0 or greater so that they may remain at BHSEC Queens. These students are noted as our Smart Scholars.

Comprehensive needs assessment

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

Approximately 30% (49/177) of the BHSEC Queens 9th grade class and 21% (29/137) were specifically recruited from Schools Under Registration Review (SURR) or from Schools In Need of Improvement (SINI). We are reaching out to these schools with fewer resources so that these students are aware of the opportunities offered by BHSEC.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Hire an individual for a ½ time position as director of the Learning Commons to work with Faculty and guidance to identify students who need support*
- *Hire an individual for a ½ time position to help students with the transition from middle school to high school, He works with students during the summer program, coordinates our 9th-grade advisory program and implements surveys and analyzes the data to determine stress levels and coordinate student needs with services provided..*
- *Learning Commons staff will contact teachers of Smart Scholars and communicate with them about student progress on a regular basis.*
- *Learning Commons staff will work with teachers and guidance counselors to ensure that Smart Scholars attend the Learning Commons on a regular basis.*
- *Learning Commons staff will notify faculty that 9th grade students are underrepresented in the Learning Commons and will request that faculty inform students of Learning Commons resources on a regular basis in classes and in advisories.*
- *Faculty will advise Smart Scholars to attend one-on-one tutoring sessions in the Learning Commons, and refer all 9th graders who need assistance to the*

Learning Commons.

- *Learning Commons staff will provide workshops designed to instruct 9th graders (and all students who attend) in test preparation, time organization, and general writing and study skills.*
- *A Learning Commons staff member will periodically visit 9th grade advisories to conduct study skills workshops.*
- *We will monitor the GPA of 9th grade Smart Scholars and compare the percentage of those with greater than 2.0 with that of the entire ninth grade. Adjust plan as necessary.*

Strategies to increase parental involvement

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
- *Provide a schedule with Learning Commons' hours, and the letters and emails used to announce new workshops to families.*
- *Provide the schedule for the hours of Learning Commons workshops and tutorials hours and post throughout the school, and distribute the information to families via email and distribution at parent teacher conferences.*

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our faculty are Highly Qualified as defined by NCLB (Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.)

Service and program coordination

- *Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.*
- *Prepare 504 Plans to accommodate Smart Scholars and 9th graders with special classroom arrangements, extra time on tests, and other assistance as needed.*
- *We reserve one full school day annually (Community Day) when teachers and staff coordinate with local service providers (instructors, consultants, administrators, educational organizations and social service programs) to provide Smart Scholars and 9th grade students with educational sessions and workshops on topics which include: physical and mental health, diet/nutrition, time management, inner resiliency, leadership, (cyber)bullying, and suicide prevention for LGBTQ youth.*
- *In coordination with Hunter College, a Guidance Intern provides individualized academic, social and emotional counseling to 9th graders on a part time basis; and weekly offers a mandatory workshop on basic high school and college academic requirements (study skills)*

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Budget and resources alignmen

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- *Hire an individual for ½ time position as director of Learning Commons (see above), amount paid as salary, \$26,750.00; source of funding, Bard College.*
- *Hire an individual for ½ position to help students transition from middle to high school, amount paid as salary, \$31,550.00; source of funding, Bard College.*
- *Lunch for students attending weekly mandatory workshop on basic high school and college academic skills (see above), amount \$810.00; source of funding, Bard College.*
- *ALEKS software (online math program) for 60 students, amount \$1,500.00, source, Fair Student Funding (see following section for details)*
- *Community Day (see above) expenses, amount \$500.00; source, Fair Student Funding.*
- *Smart Scholars summer program, two (2) BHSEC Q teacher salaries for four week session preparing students for transition to BHSEC Q \$6,400 (\$3,200 each); source Summer Scholars budget \$16,000, Smart Scholars grant*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

We would like to implement use of the online program ALEKS for all incoming students to support mathematical competency.

Comprehensive needs assessment

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

Students enter our school from a wide variety of public and private middle schools. Many require additional support to succeed in a high school mathematics course.

This summer 178 incoming ninth graders were enrolled in the ALEKS Algebra Readiness program. Of those students, 46 who had not finished the Algebra Readiness course over the summer continued the program this fall, dedicating one supervised hour per week to the program at school with a faculty member. In addition, four students who are having difficulties in their current math courses have been enrolled in an ALEKS as a means of additional support.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Pay for a subscription to ALEKS for all students for the three months before they enter Bard.*
- *Train incoming students on how to use access ALEKS during the summer before they enroll.*
- *Follow up with students who are not using the program effectively throughout the summer.*
- *Promote students to higher levels when they finish each course, so that they can continue to be challenged during the summer.*
- *For students unable to progress independently using the online program, set up a course during the school year where they can utilize the program with faculty or staff support on a regular basis throughout the first semester.*
- *Gather grade data on this year's ninth grade success in the Geometry Class and the 9th grade Algebra classes compared with last year's cohort who did not have access to ALEKS.*

Strategies to increase parental involvement

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

Parents receive a paragraph description of how students are progressing in this program mid-way through the semester.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our faculty are Highly Qualified as defined by NCLB (Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Not applicable

Budget and resources alignment

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

Information technology specialist time to set up and train new students using ALEKS, amount \$504

Information technology specialist time during the summer to track and follow up with students and parents, amount \$664

Nine faculty hours per week are dedicated to supervising ALEKS Algebra Readiness sessions and approximately one faculty hour per week is used to manage administrative responsibilities, amount \$5,724

Gather data for this year's ninth grade class and compare to last year's cohort to determine effectiveness of program, \$353

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

There is a special emphasis in our school to encourage students to become independent thinkers after two years, by the start of our college program. Our goal is to build a close-knit community of autonomous and rational students by encouraging more student involvement in extracurricular activities, school planning, and policy making.

Comprehensive needs assessment

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

As our school is a newly developing institution, there is a need for more committees and consistent student government structure as well as consistently active extracurricular activities. Implementing these programs would positively affect the academics of students, the social life, and the development of collegiate life that is so important to us at Bard.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *In the fall semester of 2011 we would like to implement a new student-led initiative, the Community Council, with representatives from faculty, administration, and student body. It would be used as a forum for ideas from our Student Government to be heard and to be implemented. This would help to implement ideas that are generated in the Student Government. A staff member would be the advisor of the student government which would primarily be run by and attending by BHSECQ students. Faculty advisors representing all grades, administrators, and elected student representatives, would attend the Community Council meetings.*
- *Utilize the current advisory structure, which encompasses the entire student body, to make the governing structure more transparent and provide a forum so that students understand how to be involved in creating school policy.*
- *Give students a role in increased the hiring of new staff. Students currently sit in on a sample lesson and provide feedback as a group. Our goal is to provide students an increased role during the interview process.*
- *Continue support for existing and emerging clubs and events at BHSEC Queens. The PTA currently helps provide funding for eighteen clubs. We have three traditional whole school events annually: International Night, Arts Night (occurs twice a year), and a Fashion Show. We would like to have more options for whole school events and extracurricular activities to build a more cohesive community.*
- *Increase the number of student-led and teacher-led symposiums to enhance the collegiate nature of BHSEC Queens.*

Strategies to increase parental involvement

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

All school-wide student events would be advertised by phone using School Messenger and by email. For families that do not have email we will send writing announcements.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our faculty are Highly Qualified as defined by NCLB (Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Not applicable.

Budget and resources alignment

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

The faculty time would fulfill the circular 6 obligation and per session funding may be available for additional club advising.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	7	0	0	0	7	0	0	0
10	1	1	0	4	6	0	0	0
11	3	0	0	3	6	0	0	0
12	0	0	4	1	5	0	0	0

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

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Individual and small group instruction in our Learning Commons is available before school, during school, and after school with faculty tutors. We also have peer tutors available to aid students for nine periods during the academic day and after school one day per week. Five of the seven ninth grade students requiring AIS are Former-ELL students. We are also offering additional tutoring before school for these students from a certified ESL instructor. Two of the three 11 th grade students are ELLs.
Mathematics	Individual and small group instruction in our Learning Commons is available before school, during school, and after school with faculty tutors. We also have peer tutors available to aid students for seven periods during the academic day and after school three days per week. In addition we have purchased an online mathematics support course, ALEKS. The tenth grade student in need of AIS is enrolled in an ALEKS course that meets four periods per week and is given faculty support while she works relatively independently on the mathematics concepts.
Science	Individual and small group instruction in our Learning Commons is available before school, during school, and after school with faculty tutors and peer tutors. We also have peer tutors available to aid students for thirteen periods during the academic day and after school one day per week. In addition we ask the students who have failed a science regent's exam to do practice exams throughout the week, and then provide a weekly support session run by a science faculty member to review the material that students have not mastered on the practice exams.
Social Studies	Individual and small group instruction in our Learning Commons is available before school, during school, and after school. We also have peer tutors available to aid students for five periods during the academic day and after school one day per week. In addition we ask the students who have failed a social studies regent's exam to do practice exams throughout the week, and then provide a weekly support session run by a social studies faculty member to review the material that students have not mastered on the practice exams.

At-risk Services provided by the Guidance Counselor	We offer study skills workshops through our guidance office to help students with time management, note-taking and organizational skills.
At-risk Services provided by the School Psychologist	None
At-risk Services provided by the Social Worker	None
At-risk Health-related Services	None

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Corrine Rello Anselmi/N. Scala	District 24	Borough Queens	School Number 299
School Name Bard High School Early College Queens			

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

Principal Valeri J. Thomson	Assistant Principal Sue Leung Eichler
Coach type here	Coach type here
ESL Teacher Susana Tressler	Guidance Counselor Elizabeth Canty
Teacher/Subject Area Zachariah Pickard/ELA	Parent Jan Clarke
Teacher/Subject Area Theresa Mawn/Mathematics	Parent Coordinator Valerie Kaplan
Related Service Provider type here	Other Heather Duffy Stone
Network Leader	Other Marina Woronzoff

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	630	Total Number of ELLs	2	ELLs as share of total student population (%)	0.32%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Potential ELLs are identified through the Home Language Survey. The Admissions Committee, comprising of the Associate Director of Admissions, Jennifer Demello, teachers, Principal Valeri Thomson, and Assistant Principal, Sue Leung Eichler, is responsible for administering the HLIS and conducting oral interviews as part of the school's admission process. Ms. Demello is a native Spanish speaker and Ms. Eichler is proficient in spoken Chinese. If a student, enrolling in a NYC school for the first time, is found to have a home language other than English, Assistant Principal Eichler is responsible for administering the LAB-R exam within ten days of enrollment. Within this time period, she contacts the students identified as LAB-R eligible and administers the Listening, Reading and Writing portions of the exam to all them as a group. Then, she makes individual appointments to administer the Speaking section to each student. To annually evaluate our ELLs, Assistant Principal Eichler administers the NYSESLAT.

2. If the school enrolls any ELLs new to the country, the ESL teacher would hold a parent orientation where she would inform the parents/guardians of the three program choices: Free Standing, Transitional Bilingual and Dual Language. The assistant principal would inform parents/guardians about the parent orientation, through letters mailed home, the weekly newsletter disseminated by the Community Associate, Valerie Kaplan, and a message delivered to the parents/guardians' residence via the School Messenger system. Here is the way the process is supposed to work:

When a new student is being enrolled for the first time in a NYC school, the parent/guardian is given a Home Language Identification Survey to complete. The survey is reviewed by the Admissions Coordinator, Jennifer Demello, and/or the Assistant Principal, Sue Leung Eichler, who conducts an informal interview with the parent/guardian to determine possible ELL status and/or SIFE status. A translator is used, if necessary. If it is indicated that the home language is not English, Assistant Principal Eichler administers the LAB-R exam within ten days of the student's enrollment. The LAB-R is hand scored before being sent to be scored officially, to determine placement and services needed. If the student is indeed determined to be an ELL, the parent/guardian is sent an entitlement letter in their home language and is invited to the school for an orientation within ten days of the student's enrollment. At the parent orientation, conducted by the Community Associate, Valerie Kaplan, and Assistant Principal Eichler, the parent/guardian is given information about the three programs available to students in NYC: Free Standing ESL, Transitional Bilingual, and Dual Language. The parents would be given brochures on the program choices in their native language. Using the Program Selection form provided at this orientation, the parent/guardian selects a program for the student. If the parent/guardian chooses a Transitional Bilingual or Dual Language program. He or she is provided with information on the schools that have such programs. To date, we have not had any ELLs new to NYC enroll in our school.

Every year, continued ELL status is determined by the administration if the NYSESLAT. To determine NYSESLAT eligibility, the Assistant Principal checks the RLER report in ATS. The NYSESLAT exam is administered by the Assistant Principal in consultation with the ESL teacher, whom we share with another school in the building campus. The exam is housed in a secure location until the testing dates and each component of the assessment is administered within the time frame, regulations, and guidelines set forth by the New York State Education Department. Testing modifications for each student eligible to take the NYSESLAT are reviewed and provided as required. For students who do not receive a proficient score in the NYSESLAT taken the previous Spring,

parents/guardians are sent continued entitlement letters at the beginning of the school year.

3. The school would mail home the entitlement letters, the Parent Survey and Program selection forms to parents/guardians of ELLs. School staff, including Community Associate Kaplan and Assistant Principal Eichler, would follow up with telephone calls if parents/guardians did not return the forms within the prescribed time.

4. We have placed identified ELLs in an ESL class in another school in the building campus, with which we share an ESL teacher.

5. Our ELL students are being serviced per parental choice.

6. Our school is utilizing the services of an ESL teacher, Susana Tressler, whom we share with another high school in the building in order to provide the mandated instructional minutes to our ELL students. In this way, we are working towards our goal of having alignment between parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	2	Newcomers (ELLs)	1
Special Education	0		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	1	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0		1	0	0	0		0	2
Total	1	0	0	1	0	0	0	0	0	2

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

Paste response to questions 1-7 here

1. Our ELLs are placed with an ESL teacher whom we share with another school in the building. All students, including ELLs, are placed in heterogeneous classes, except in Mathematics where high school students are placed according to mathematical skills and knowledge based upon an initial placement test when they first enroll in the school and upon assessments in the specific courses.
2. The school utilizes the services of an ESL teacher whom we share with another school in the building campus to provide the mandated minutes per proficiency level of each ELL student as per CR Part 154. Our ELL students have been scheduled in the ESL class for a period five days a week or three days a week, depending upon their proficiency level, in the effort to fulfill the mandated time requirements.
3. English is the language of instruction for all content areas at Bard High School Early College Queens. To make instruction comprehensible and to enrich language development, teachers employ a variety of strategies in their instruction and in their assignments. Seminar discussions, group work and lectures facilitate the development of speaking and listening skills. Daily homework assignments and long-term research projects aid in the development of reading and writing skills.
4. ELLs are given the opportunity to take the Regents in English or their native language, if available.

A. Programming and Scheduling Information

5. Bard High School offers a challenging early college program to which students are admitted after a competitive selection process. All ELLs are placed in heterogeneous classes where differentiation of instruction in assignments and class work is provided to all students by the instructors.
- a. For SIFE students, the guidance counselors Heather Duffy-Stone and Elizabeth Dunn Canty track the academic progress of any student in this subgroup who is struggling or who raises concern through “guidance screens” which solicit feedback from teachers about a student’s performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to SIFE students in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the SIFE students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.
- b. For newcomers, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through “guidance screens” which solicit feedback from teachers about a student’s performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to newcomers in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the newcomer students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.
- c. For ELLs receiving service 4-6 years, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through “guidance screens” which solicit feedback from teachers about a student’s performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to ELLs, 4-6 years, in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine these students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.
- d. For Long-Term ELLs, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through “guidance screens” which solicit feedback from teachers about a student’s performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to Long-Term ELLs in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the Long-Term ELL students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.
6. Teachers of ELLs-SWDs employ a variety of strategies in teaching this subgroup as well. They utilize seminar discussion format, small and large group activities, small writing assignments and large writing projects among others. Grade appropriate and content rich text materials in each discipline are provided to these students to help them enhance their English language development as well as their knowledge in the content areas.
7. The guidance counselors review the IEPs and 504s of ELLs-SWDs to recommend faculty assignments and course placements to accommodate the special needs of this population. In addition, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through “guidance screens” which solicit feedback from teachers about a student’s performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to ELL-SWDs in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the ELL-SWD students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

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?

Paste response to questions 8-17 here

8. The ELL students are additional support in ELA, math and other content areas in the English language by staff in the Learning Commons at our school. These students can also receive one-on-one assistance from their instructors. In addition to these voluntary tutoring sessions, ELLs are also expected to attend mandatory tutoring sessions with their teachers or an assigned peer tutor.
9. The progress of ELLs reaching proficiency on the NYSESLAT is monitored by the guidance counselors. Heather Dufy Stone and Elizabeth Dunn Canty, who oversee academic performance of all the students. The guidance counselors and the assistant principal also inform teachers of ELLs reaching proficiency about the requirement of providing modifications for exams for two years subsequent to reaching the proficiency level.
10. The school will continue to research and purchase instructional materials that would aid ELL students and the instructors of the ELL students. The school will continue to look for teachers with certification in ESL in its recruitment of foreign language instructors.
11. No programs or services for ELLs will be discontinued.
12. All ELLs are fully integrated into the school programs, thereby having equal access to all of them. ELL students may take advantage of all tutoring programs offered to all students in the Learning Commons during and after the school day. In addition, ELLs have equal access to computers and online resources in the school library, Computer Lab and classrooms.
13. Instructional materials used to support ELLs include bi-lingual dictionaries and some textbooks that are at a lower reading level. There are also graphic novels of famous works (e.g. Darwin's "Origin of the Species") that aid those ELL students who have a visual learning style. In addition, the Library Director, Jessica deCourcy Hinds, selects databases with a translation feature.
14. There are dictionaries and reading materials in the native languages of ELLs in the school's library. The Library Director continuously seeks to expand its collection of native language reading materials. For example, she has purchased Korean language books to include in the collection. Dual language books in our library collection include works in Spanish, Chinese, Polish and Arabic. If it were necessary, a buddy system would also be created whereby students speaking the same native language as the ELLs would provide additional support to their ELL classmates.
15. The school attempts to provide instruction that meets ELLs' grade level and age. Because Bard High School is an early college, it provides instruction and materials that are appropriate for highly motivated high school students which includes our ELL population.
16. The guidance counselors meet with newly enrolled ELLs in order to review each student's program of study. They work with teachers to adjust expectations and assignments where appropriate. Before the start of the school year, incoming students, including ELLs, participate in a three-day orientation program.
17. ELLs have the opportunity to enroll in any of the schools' language electives: Spanish, Latin and Mandarin Chinese.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language models are used (include model and description of the model)?

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The ESL teacher attends conferences and workshops related to ELL pedagogy. All teachers are encouraged to participate in ESL professional development workshops offered by the Department of Education. The school administration will continue to seek the support of the CFN on ELL related matters.
2. To assist ELLs in their transition from middle to high school, all teachers learn about the demographics of our school population. They are informed about the needs of the individual ELL students and collaborate with the guidance counselors in making modifications to students' course of study when necessary. Teachers are also informed about test modifications for ELL students.
3. The Foreign Language department will be asked to deliver professional development on strategies for teaching ELLs at faculty/staff meetings during the year. Topics will include differentiation of instruction and use of graphic organizers. Professional Development for the teaching of ELLs is scheduled for the Chancellor's Conference Day on January 30 and the Faculty Meeting on March 5. To supplement this professional development, teachers are encouraged to attend workshops on ESL offered by the Department of Education.

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. Parents are involved in our school through different venues. Parents, including parents/guardians of ELLs, are members of the PTA and serve on the School Leadership Team. On a more informal basis, they participate in after-school functions such as "International Night" where they share foods and artifacts representative of their culture and nationality. Parents also volunteer to assist in the library and as guest speakers.
2. The school has developed a partnership with the American Symphony Orchestra, which has offered the talents and knowledge of its musicians in providing individualized instruction to our students. All students, including ELLs, benefit from this association in which music is a universal language. The Parent Coordinator is also reaching out to Queens organizations such as the Queens YMCA, which may be able to provide services to parents of ELLs as well as to all other parents.
3. The needs of parents are evaluated based upon surveys distributed by the Executive Board of the PTA and our Community Associate, Valerie Kaplan. In addition, some parents take the initiative to contact the Community Associate and administrators about their concerns and needs; the latter assess the nature and extent of concerns and follow up with the appropriate actions. All parental concerns are addressed in a timely manner.
4. PTA programs, many created in collaboration with the Community Associate, Valerie Kaplan, are designed based upon the needs of the parents, including the parents/guardians of ELLs. For example, ARIS training for parents is conducted on an annual basis to address the needs of parents for information about their children's academic performance and progress. The assistant principal has annually presented an overview about the Regents exams in response to parents' concerns about the state assessments. Guidance counselors have also presented workshops on specific guidance topics and the College Transfer Associate Director, Elena Yesner, presents information on the college application/transfer process and on financial aid resources.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1		0	
Integrated Algebra	2		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	2		1	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Our Admissions assessment in English is used to assess the literacy skills of all applicants to Bard High School Early College including our ELLs. Students are expected to read from a literary work and to respond to it in an essay that reflects their voice and understanding of the passage. Students, including ELLs, who pass this portion of the assessment demonstrate excellent writing skills. In addition, the math skills of all applicants are assessed in a 30 question exam. Students who pass both portion of the written exam are then invited to an oral interview. All students who are then admitted demonstrate their capacity to perform high level work to be successful at Bard.
2. Data patterns across proficiency levels on the NYSESLAT and grades on state assessments reveal that our ELLs are progressing in their English proficiency and succeeding in their academic subject areas. Students who have taken the LAB-R exams have all attained proficiency levels and are, therefore, not entitled to ESL services.
3. One of the two ELL students has reached the Advanced level on the NYSESLAT exam while the other student has attained an Intermediate level. Our instructional program provides multiple opportunities for our students to develop their skills in listening and speaking. Because many of our courses, especially those in the humanities, are conducted in college seminar style, our ELLs have many occasions to listen to their peers and instructors and also to express their own ideas. Students are often encouraged to take a position on a topic and to argue this point in a coherent and logical manner. They do this through regular class discussions in multiple disciplines and through formal debates in their social studies classes. For the student who is on the Intermediate level, she receives the instructional benefits of her classes as well as the additional tutoring support offered by her individual teachers and the staff in the Learning Commons.
4. All ELL students take their exams in the English language and they have demonstrated that they are succeeding on the school and state assessments.
6. Several measures indicate that our ELL students are doing well and thriving in our school program. Their passing rate on the state Regents exams and the grades on their report cards point to a successful learning experience at Bard High School Early College.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Bard High School Early College		School DBN: 24Q299	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Valeri J. Thomson	Principal		12/15/11
Sue L. Eichler	Assistant Principal		12/15/11
Valerie Kaplan	Parent Coordinator		12/15/11
Susana Tressler	ESL Teacher		12/16/11
Jan A. Clark	Parent		12/15/11
Zacharia Pickard/ELA	Teacher/Subject Area		12/15/11
Theresa Mawn/math	Teacher/Subject Area		12/15/2011
	Coach		
	Coach		
Elizabeth Canty	Guidance Counselor		12/15/11
	Network Leader		
Marina Woronzoff	Other <u>Learning Commons</u>		12/15/11
Heather Duffy-Stone	Other <u>Guidance Counselor</u>		12/15/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q299** School Name: **Bard High School Early College Q**

Cluster: Network: **107**

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

Part A: Needs Assessment Findings

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

Our school's written and oral interpretation needs have been assessed through the following procedures:

1. Blue Card responses
2. Home Language Surveys
3. ATS reports detailing parent preferred oral and written language (Parent information has been entered into ATS by Community Associate)
4. Guidance counselors' conversations with students requesting additional parent contact information and preferred spoken language
5. Informal one-on-one parent meetings with Community Associate, Community Aide, and other faculty and administration

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our parents are interested in receiving written information, however we do have a significant population of non-English speaking parents. Parents have translation and interpretation needs in the following languages: Bengali, Spanish, Chinese, Polish, Romanian, Albanian, Urdu, Korean. We will send letters verifying that these needs are still in effect, then we will inform faculty and staff by emailing an Excel spreadsheet. The Community Associate will also verbally inform the PTA President about the general parent language needs (not divulging any confidential information), and coordinate possible parent volunteers to assist with translations during PTA meetings.

Part B: Strategies and Activities

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

When mailings are sent home using the postal service, an additional copy of the letter(s) translated into the appropriate language(s) will follow. The Community Associate will contact the DOE's translation unit to obtain these written translation services.

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

During the Fall Parent Teacher conferences, outside vendor- provided interpreters were used by the school and were available on site for both the evening and the afternoon conferences. These interpretation services will also be provided for parents during the Spring 2012 conferences. We use school staff and/or students to assist with interpretation when parent walk-ins need these services. We also have the DOE's Translation and Interpretation Unit's phone service number with our front desk security office, main office and faculty.

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 continue to use our translation budget to hire outside vendors for translation and interpretation when our translation and interpretation needs cannot be met through our parent and student volunteers, or through free Department of Education services.

We will finalize and institute a standard cover letter to attach to written communication home so that parents know how to request translation when it is not initially provided by the school.

The Community Associate will gather all information received from the Translation and Interpretation Unit, as well as additional pertinent information obtained at DOE professional development sessions. This information, including, but not limited to, translation unit access/help

numbers, and parent language cards, will be distributed to all security and front office staff and shared with the school community at an upcoming faculty-staff meeting.