



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BEDFORD-STUYVESANT PREPARATORY HIGH SCHOOL

DBN (13K575):

PRINCIPAL: DARRYL RASCOE

EMAIL: DRASCOE@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Darryl Rascoe	*Principal or Designee	
Lisa Martin	*UFT Chapter Leader or Designee	
Maxine Binyard	*PA/PTA President or Designated Co-President	
Kisha Maldonado	DC 37 Representative, if applicable	
Latifah Seaberry	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Elizabeth Cooke	Member/Teacher	
Ramsey Ess	Member/Teacher	
Jamie Hendrickson	Member/Teacher	
Jennifer Austin	Member/Parent	
Annette Grant	Member/Parent	
Damonic Smith	Member/Student	
Shaquanna Greene	Member/Student	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- Further implement and develop a shared understanding of the citywide instructional expectations to improve teacher effectiveness.

Comprehensive needs assessment

- The Department of Education expects us to deepen and broaden our work around citywide instructional expectations so that school leaders and teachers are more able to adjust our practice to understand and meet the learning needs of all students. We need to push teacher development so that it focuses on supporting all students to meet the Common Core standards.
- Overall grade on the progress report requires that we improve teacher effectiveness.

Instructional strategies/activities

- September: Administrators lead staff meetings using Danielson's Framework to discuss plan of action to further implement and develop a shared understanding of the citywide expectations to improve teacher effectiveness. Administrators will conduct 4-6 formative observations for each teacher per semester using Danielson's Framework to provide meaningful feedback.
- October - November: Administrators lead professional development around citywide expectations.
- December – June: Teachers lead departmental meetings to plan tasks around citywide expectations, normalize practice, curriculum map. Teachers will self-assess using Danielson's Rubric.

Strategies to increase parental involvement

- Parents are informed of school affairs and progress through a monthly newsletter regularly scheduled PTA/SLT meetings.
- Individual teachers conduct parent outreach calls to inform parents of their child's progress academically and behaviorally.
- Award ceremonies are scheduled during PTA/SLT meetings to encourage parental attendance.
- Meetings are scheduled in the evening to accommodate working parents.
- Parents may communicate with teachers via email through our grading system called ENGRADE.
- School messenger is used to broadcast to all homes updates, important information, and events.
- Parent coordinator reaches out to parents daily and conducts parent workshops with topics that may include: parenting skills, understanding citywide expectations, and accessing community and support services.
- Social worker and guidance counselor conducts one-on-one workshops with topics that may include: understanding graduation requirements, college readiness, understanding financial aid.
- Principal reaches out to parents directly to schedule face-to-face meetings to discuss topics that may include: attendance, academic progress and behavior, etc.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Per-session and per-diem will supplement the instructional program to achieve the aforementioned goal. In addition, a built in meeting time during the morning will also support the goal.

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

- To improve our school environment score on our school survey/progress report.

Comprehensive needs assessment

- For the 2011-2012 school year we received 7.7 points out of a possible 15 points and for the 2012-2013 school year we will strive to increase that score to 12.
- The attendance percentage for the 2011-2012 was 69%, which may indicate that the school environment does not do enough to support and engage students.

Instructional strategies/activities

- We intend to offer targeted professional development to faculty and staff around engaging students using Common Core and Danielson's Framework.
- We will use our student council to promote better academic habits and school spirit throughout the larger student body.
- We will provide more opportunities for academic and social-emotional support for students.
- We will use Danielson's Framework to support instruction.

Strategies to increase parental involvement

- . Parents will be invited to trips to serve as chaperones and participants.
- Parents are informed of school affairs and progress through a monthly newsletter regularly scheduled PTA/SLT meetings.
- Individual teachers conduct parent outreach calls to inform parents of their child's progress academically and behaviorally.
- Award ceremonies are scheduled during PTA/SLT meetings to encourage parental attendance.
- Meetings are scheduled in the evening to accommodate working parents.
- Parents may communicate with teachers via email through our grading system called ENGRADE.
- School messenger is used to broadcast to all homes updates, important information, and events.
- Parent coordinator reaches out to parents daily and conducts parent workshops with topics that may include: parenting skills, understanding citywide expectations, and accessing community and support services.
- Social worker and guidance counselor conducts one-on-one workshops with topics that may include: understanding graduation requirements, college readiness, understanding financial aid.
- Principal reaches out to parents directly to schedule face-to-face meetings to discuss topics that may include: attendance, academic progress and behavior, etc.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The procurement card, per-session and per-diem will supplement the instructional program to achieve the aforementioned goal.

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

- Further develop and support teacher practice through creating and refining teacher teams.

Comprehensive needs assessment

- We need to improve the graduation rate of the 4th and 6th year cohorts.
- All subject areas need to adhere to citywide expectations and Common Core Learning Standards.
- We need to improve our attendance percentage.
- We need to do a better job of analyzing data and then creating action plans based on our findings to improve instruction.
- We need to further empower teachers to take a more active role in decision-making with respect to their own growth and school improvement.

Instructional strategies/activities

- September: Form teacher teams that include, but not limited to the following: Inquiry Team, Departmental Teams, Attendance Team, Data Team, and Professional Development Team.
- October through June: Teams will meet weekly to analyze data pertaining to their function, create action plans, and then implement plan to improve the overall well-being of the school.

Strategies to increase parental involvement

- Parents will be invited to trips to serve as chaperones and participants.
- Parents are informed of school affairs and progress through a monthly newsletter regularly scheduled PTA/SLT meetings.
- Individual teachers conduct parent outreach calls to inform parents of their child's progress academically and behaviorally.
- Award ceremonies are scheduled during PTA/SLT meetings to encourage parental attendance.
- Meetings are scheduled in the evening to accommodate working parents.
- Parents may communicate with teachers via email through our grading system called ENGRADE.
- School messenger is used to broadcast to all homes updates, important information, and events.
- Parent coordinator reaches out to parents daily and conducts parent workshops with topics that may include: parenting skills, understanding citywide expectations, and accessing community and support services.
- Social worker and guidance counselor conducts one-on-one workshops with topics that may include: understanding graduation requirements, college readiness, understanding financial aid.
- Principal reaches out to parents directly to schedule face-to-face meetings to discuss topics that may include: attendance, academic progress and behavior, etc.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Per-session and per-diem will supplement the instructional program to achieve the aforementioned goal. In addition, a built in meeting time during the morning will also support the goal.

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

- All teachers will continue to further develop and implement Common Core aligned units.

Comprehensive needs assessment

- Instruction needs to focus on supporting all students to meet the Common Core standards.
- We need to strengthen our common language and understanding of what quality teaching looks like by deepening our learning community's comprehension of Danielson's Framework for Teaching especially with respect to designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction.
- Students need to experience Common Core-aligned instruction across subjects.

Instructional strategies/activities

- Each core subject (English, math, science, and social studies) teacher will produce and implement two Common Core-aligned units of study per semester.
- We will develop on-going professional development sessions around Common Core aligned units of study for each core subject.
- Teachers will collaborate through departmental meetings to discuss and develop their Common Core aligned units of study.
- Teachers will meet one-on-one with administration to share and modify Common Core-aligned units of study based on administrative feedback.

Strategies to increase parental involvement

- Parents will be invited to trips to serve as chaperones and participants.
- Parents are informed of school affairs and progress through a monthly newsletter regularly scheduled PTA/SLT meetings.
- Individual teachers conduct parent outreach calls to inform parents of their child's progress academically and behaviorally.
- Award ceremonies are scheduled during PTA/SLT meetings to encourage parental attendance.
- Meetings are scheduled in the evening to accommodate working parents.
- Parents may communicate with teachers via email through our grading system called ENGRADE.
- School messenger is used to broadcast to all homes updates, important information, and events.
- Parent coordinator reaches out to parents daily and conducts parent workshops with topics that may include: parenting skills, understanding citywide expectations, and accessing community and support services.
- Social worker and guidance counselor conducts one-on-one workshops with topics that may include: understanding graduation requirements, college readiness, understanding financial aid.
- Principal reaches out to parents directly to schedule face-to-face meetings to discuss topics that may include: attendance, academic progress and behavior, etc.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Per-session and per-diem will supplement the instructional program to achieve the aforementioned goal. In addition, a built in meeting time during the morning will also support the goal.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Improve student outcome on the ELA Regents Examination by 7% above the results recorded for the 2011-2012 school year.

Comprehensive needs assessment

- The percentage of students scoring a 65% or above on the ELA Regents Examination for the 2011-2012 school year was 53%.
- We received a 7.2 out of 10 for college and career readiness on the progress report and literacy is very important for success in college and the workforce.
- Students struggle with the essays on the English, Global Studies and Geography, and United States History and Government Regents exams.

Instructional strategies/activities

- ELA teachers will participate in professional development around Common Core Learning Standards and Differentiated Instruction to improve their practice.
- ELA teachers will revise curriculum to address instructional deficits and to align with CCLS and UBD.
- ELA teachers will receive coaching using the Danielson Framework.
- ELA teachers will receive feedback from administrators through observations.

Strategies to increase parental involvement

- . Parents will be invited to trips to serve as chaperones and participants.
- Parents are informed of school affairs and progress through a monthly newsletter regularly scheduled PTA/SLT meetings.
- Individual teachers conduct parent outreach calls to inform parents of their child's progress academically and behaviorally.
- Award ceremonies are scheduled during PTA/SLT meetings to encourage parental attendance.
- Meetings are scheduled in the evening to accommodate working parents.
- Parents may communicate with teachers via email through our grading system called ENGRADE.
- School messenger is used to broadcast to all homes updates, important information, and events.
- Parent coordinator reaches out to parents daily and conducts parent workshops with topics that may include: parenting skills, understanding citywide expectations, and accessing community and support services.
- Social worker and guidance counselor conducts one-on-one workshops with topics that may include: understanding graduation requirements, college readiness, understanding financial aid.
- Principal reaches out to parents directly to schedule face-to-face meetings to discuss topics that may include: attendance, academic progress and behavior, etc.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Per-session and per-diem will supplement the instructional program to achieve the aforementioned goal. In addition, a built in meeting time during the morning will also support the goal.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Online learning Regents Prep	Small group tutorial One-to-one tutorial	Lunch and Learn during 6 th period Extended day (PM School)
Mathematics	Online learning Regents Prep	Small group tutorial One-to-one tutorial	Lunch and Learn during 6 th period Extended day (tutorial)
Science	Online learning Regents Prep	Small group tutorial One-to-one tutorial	Lunch and Learn during 6 th period Extended day (tutorial)
Social Studies	Online learning Regents Prep	Small group tutorial One-to-one tutorial	Lunch and Learn during 6 th period Extended day (PM School)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One-to-one counseling Whole group guidance by grade level Track student progress	Throughout the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- When teaching positions become available we visit hiring fairs with brochures, pictures and a summary of the highlights of the previous year.
- The school website is available to offer insight into the school's Core Values, initiatives, pertinent data, and highlights.
- Business cards are distributed at the career offices of local colleges and universities.
- Administration tries to keep an open line of communication with organizations such as Teach for America and the Fellows Program.
- Administration utilizes the New Teacher Finder through the New York City Department of Education.
- Administration utilizes the services of CFN 403 human resources personnel.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Joshua Good	District 13	Borough Brooklyn	School Number 575
School Name Bedford Stuyvesant Preparatory H.S.			

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

Principal Darryl Rascoe	Assistant Principal Livingstone Hilaire
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Cedric Hawkins
Teacher/Subject Area Annelise Thorsen/Mathematics	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tanya Brand
Related Service Provider type here	Other type here
Network Leader Joshua Good	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. School Demographics

Total number of students in school	115	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

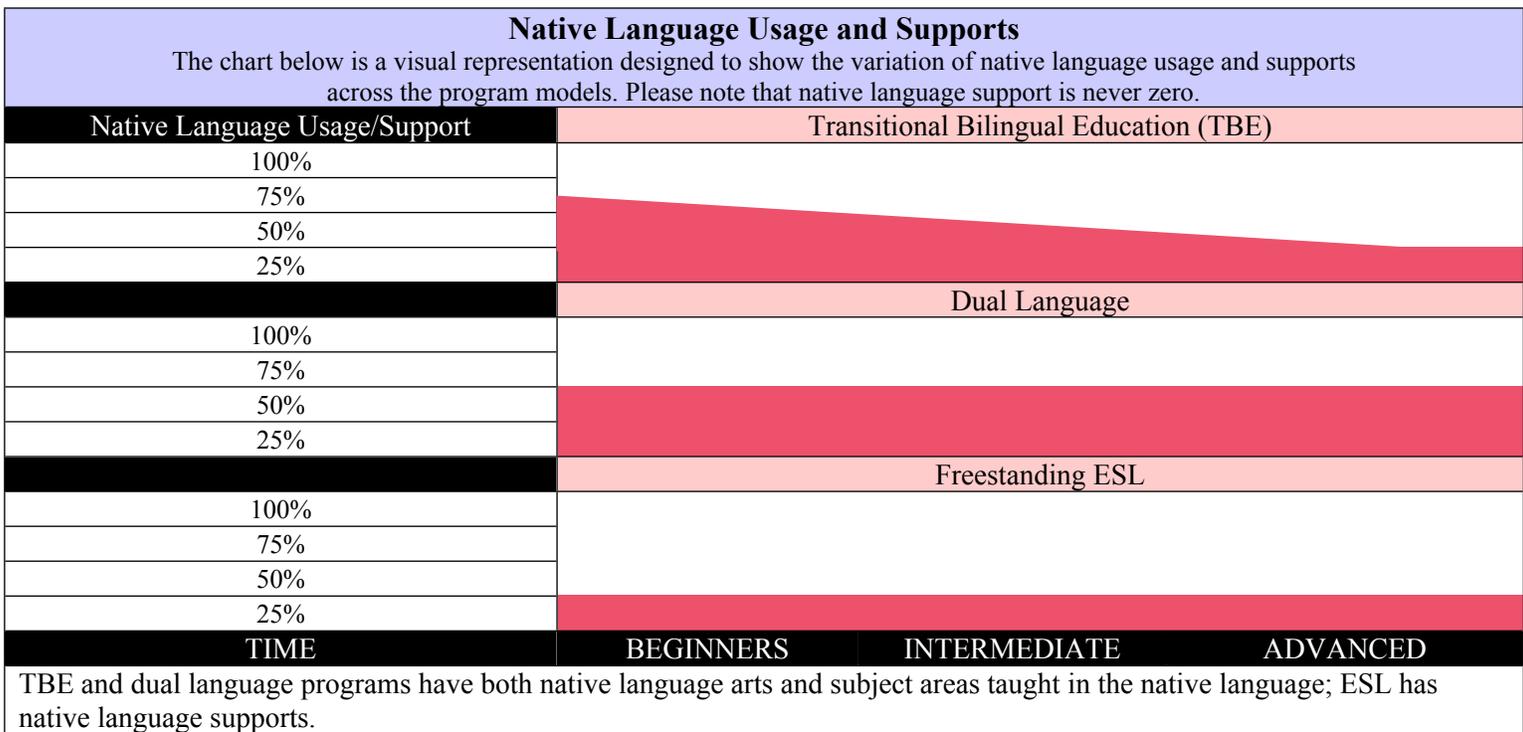
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

Beginning	Intermediate	Advanced
-----------	--------------	----------

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

C. Schools with Dual Language Programs

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

NA

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0		
Integrated Algebra	0	0		
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		
Other	0	0		
Other	0	0		
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

Native Language Tests

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darryl Rascoe	Principal		1/18/13
	Assistant Principal		1/1/13
Tanya Brand	Parent Coordinator		1/18/13
Annelise Thorsen	ESL Teacher		1/18/13
Maxine Binyard	Parent		1/18/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Cedric Hawkins	Guidance Counselor		1/18/13
Joshua Good	Network Leader		1/18/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **4** Network: **403**

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

Part A: Needs Assessment Findings

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

During student intake we record the primary language spoken at home and and we conduct an analysis of the home language survey and a comprehensive review of STARS.

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

The Home Language Report 575 (RHLA) in ATS reported the following: 99 homes speak primarily English, 5 homes speak primarily Spanish, 1 home speaks Arabic, 1 home speaks Haitian Creole, and 1 home speaks Oneida. These findings were reported several ways, including through the school newsletter, at our PTA meeting, and at our staff meeting.

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.

Documents are routinely translated by staff members or the office of translation services from the NYCDOE.

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

Oral translation services are routinely translated by staff members and the office of translation services from the NYCDOE.

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>.

- A. Posted on school website in each language as a parent resource.
- B. Posted at entrances as required.
- C. Integrated as required into the school safety plan.
- D. Not applicable