



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BEDFORD ACADEMY HIGH SCHOOL

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

PRINCIPAL: ADOFO ABDULLAH MUHAMMAD

EMAIL: AMUHAMMED@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mr. Adofo A. Muhammad	*Principal or Designee	
Mr. Steve Burrell	*UFT Chapter Leader or Designee	
Ms. Linda Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tiana Solis and Travis Simon	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
William Bailey/Medgar Evers CSTEP	CBO Representative, if applicable	
Cluny Lavache	Member/Assistant Principal	
Ann Blackburn	Member/parent	
Carleen Haughton	Member/Parent	
Abu Muhammad	Member/Parent	
Allison Salawudeen	Member/Parent	
Stacy Borden	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1: Develop a comprehensive Professional Learning Community:

In an effort to create synergy and collective understanding of the values and mission of Bedford Academy, a comprehensive professional development plan will be created which will be based on the framework of Alan Blankstein's Failure Is Not an Option program. The program is based on the following 6 fundamental points:

- Common Mission, Vision, Values, and Goals
- Ensuring Achievement for All Students: Systems for Prevention and Intervention
- Collaborative Teaming Focused on Teaching and Learning
- Using Data to Guide Decision Making and Continuous Improvement
- Gaining Active Engagement from Family and Community
- Building Sustainable Leadership Capacity
- Implement and reflect on the pedagogical use of the Common Core Learning Standards for our teachers
- Utilize Charlotte Danielson's framework in my assessment of teachers instructional practices

Comprehensive needs assessment

- Based on an analysis of the schools **environmental survey** over the past two years, Bedford Academy has received two B ratings in two consecutive years, therefore it is critical to come up with a plan of action that helps to change the current trend and increase communication with parents, build trust and collegiality with staff and make sure the educational environment for the students sustains itself. This past year **Bedford Academy's environmental survey was an A**, in order to maintain the current momentum we will continue to facilitate our outreach efforts.

- **Attendance patterns for teachers**
- **Involvement in the schools inquiry teams**
- **Teacher survey results**
- **Observations which reflect on the implementation of the Common Core Standards**

- **Observations which are surrounded around constructing a coherent instructional model which incorporates the CCLS, enhancing teachers questioning and discussion techniques ; creating assessments which reflect what was taught in order to analyze student competencies**

1. Teachers will be expected **to create goals** for themselves and students. The goals will be analyzed and discussed in **September of 2012** and assessed on an interim basis in **February of 2013** and analyzed gain in **June of 2013** for competency. Each individual teacher will be interviewed during the month of September by me in an effort to ascertain their personal and students related goals. During the conference, the teacher will help to develop their own individual professional development plan which will focus on four key areas:

- Planning and Preparation
- Instruction
- Classroom Environment
- Professional Responsibilities

2. Teachers will engage in a comprehensive online grading program designed to engage parents and students in real time up to date progress reports which enhance their professional practice and create a stronger bond with parents.

3. Teacher centered Common Core Learning Standard professional development workshops which emphasize coherent planning and student outcomes utilizing the standards in math, science, social studies and English.

4. Implement an action plan which outlines the first semester's guidelines for teachers and benchmarks. Teachers are expected to meet on a weekly basis to explore their plans of actions. In addition, a collective of teachers will help develop the second semesters action plans which will also focus on the following:

- Assessments
- Guidance
- Academic Intervention Services
- Implementation of Technology
- Parent Involvement

Evidence:

- Teacher Failure Report
- Student class grades
- Student Progress Reports
- Student Competency on Regents examinations
- Environmental Survey Results
- Implementation of Common Core Standards through observations expressly using the Danielson framework as a bench mark for teaching. The specific domains will be demonstrating knowledge of content and pedagogy, Establish and culture for learning, reflecting on teaching and using questioning and discussion

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2: Increased enrollment and academic excellence in Advanced Placement courses in an effort to develop and enhance pedagogical rigor, Bedford Academy will expose more students to Advanced placement courses and attempt to obtain scores of 2, 3 and 4 on their AP courses. 5% of the scholars taking the May 2013 AP examinations will receive a 3 or higher.

The AP courses that are offered are as follows:

- AP English Language and Composition
- AP English Literature and Composition
- AP Music Theory
- AP U.S. History
- AP World History
- AP Calculus AB
- AP Statistics
- AP Biology

Action Plan:

- Provide tutorial Service programs for scholars engaged in Advanced placement courses
- Utilize an on-line homework program called Castle Learning

- Double Block specific classes in order to provide more time to the instructional rigor of AP classes
- Diagnostic AP examinations
- Provide 9 to 9 tutorial services to students prior to taking the examination

Comprehensive needs assessment

One of the basic premises of Bedford Academy's pre-college readiness program is to provide a plethora of classes for scholars as they make the transition from the traditional high school curriculum to more of a higher educational curriculum. Therefore there has been a concerted effort to provide additional classes to more scholars than ever before. Currently there are 369 scholars attending Bedford Academy and 41% of the scholars are taking Advanced Placement classes.

Instructional strategies/activities

- Provide tutorial Service programs for scholars engaged in Advanced placement courses
- Utilize an on-line homework program called Castle Learning
- Double Block specific classes in order to provide more time to the instructional rigor of AP classes
- Diagnostic AP examinations
- Provide 9 to 9 tutorial services to students prior to taking the examination

Evidence will include:

- Student Progress Reports
- Student Marking Period Grades
- Student Failure Reports
- Attendance trends in Bedford's Tutorial Programs
- Students enrolled in AP courses
- Student outcomes on the aforementioned AP courses given in May of 2013
- 10% of the scholars taking the May 2013 AP examinations will receive a 3 or higher

Strategies to increase parental involvement

- Financial benefits of AP courses on a longitudinal scale
- Exposure to pre-college level courses which increases parental awareness and student outcomes
- Avoiding remediation courses

- Offering high quality instruction in all content areas that will enhance the educational acumen of scholars
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3: Front load The Global Studies Examination, which culminates in a Regents exam in one year as opposed to two years; while simultaneously instructing students in AP World History:

In an effort to provide the current freshman class and current sophomore class with a college readiness program when they become juniors, it is imperative that Global Studies be streamlined to one year as opposed to two. 80% of the current sophomore class will take and surpass the Global Studies Regents examination in one year as opposed to two. In addition, the students will also be exposed to the AP World History curriculum and take the AP exam in May of 2013 and the Regents examination in June of 2013

80% of the students will obtain proficiency on the June 2013 Global Studies Regents Examination, **10%** of the students will obtain at least a 3 on the Advanced Placement World History examination.

Action Plan:

- Scheduled classes in an effort to double block time in order to give scholars the opportunity to have more time on task to master the curriculum
- Provide Tutorial Services for scholars
- Castle Learning on-line homework system
- Diagnostic exams given in January and May of 2013

Evidence:

- Student Progress Reports
- Student Marking Period Grades
- Student Failure Reports
- Attendance trends in Bedford's Tutorial programs
- Regents Examination scores
- Advanced Placement scores

Comprehensive needs assessment

Students will meet the state standards in Global Studies while expanding their social development to become world citizens as opposed to localized learners who do not think on a global level.

Instructional strategies/activities

- Provide tutorial Service programs for scholars engaged in Advanced placement courses
- Utilize an on-line homework program called Castle Learning
- Double Block specific classes in order to provide more time to the instructional rigor of AP classes
- Diagnostic AP examinations
- Provide 9 to 9 tutorial services to students prior to taking the examination

Evidence will include:

- Student Progress Reports
- Student Marking Period Grades
- Student Failure Reports
- Attendance trends in Bedford's Tutorial programs
- Regents Examination scores
- Advanced Placement scores

Strategies to increase parental involvement

- Financial benefits of AP courses on a longitudinal scale
- Exposure to pre-college level courses which increases parental awareness and student outcomes
- Avoiding remediation courses
- Offering high quality instruction in all content areas that will enhance the educational acumen of scholars
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Strategies for attracting Highly Qualified Teachers (HQT)

- Continued reduction of classroom sizes
- Competitive and rigorous instructional practices
- Socially conducive atmosphere
- Respectful and professional atmosphere

- Entrusting teachers to actively participate in the social and academic lives of their students
- Proven record of success
- Providing teachers with instructional autonomy in regards to their pedagogical best practices

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Increase the overall proficiency level of Bedford Academies scholars on their Scholastic Aptitude Test

Measurable Objective

Amplify student scores on the SAT examination which will in turn translates into increasing their opportunities to gain entry into the tier 1 colleges and universities they seek to enter. **10%** of the scholars taking the SAT examination will receive higher then 1500.

Action Plan

Provide scholars with the opportunity to engage in programs at specific City Universities of New York that provide SAT assistance

- Partner with Community Based Organizations that specialize in SAT preparation courses
- Create an internal SAT preparation program that prepares scholars 6 weeks prior to the SAT exam in the fall and spring in an effort to increase their proficiency
- Develop a course based on SAT prep in English and Mathematics

Evidence

Scores on students SAT examinations

- Teacher journals and reflections on student achievement
- Parental surveys regarding the effectiveness of Bedford Academy’s SAT Prep programs

Comprehensive needs assessment

To better prepare Bedford Academy scholars for entry to colleges/universities and provide them with the access to competitive institutions.

Instructional strategies/activities

- Provide tutorial Service programs for scholars engaged in SAT courses for Fall and Spring Semesters
- Diagnostic SAT examinations
- Provide 9 to 9 tutorial services to students prior to taking the examination

Strategies to increase parental involvement

- Providing parents with quality, cost effective SAT prep
- Scholars are afforded SAT prep which encourages parents to propel their children to attend the SAT programs at Bedford Academy
- Financial benefits of SAT courses on a longitudinal scale

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	89	89	89	89	0	0	0	0
10	81	81	81	81				
11	100	97	97	10				
12	3	40	10	3				

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	<p>After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in ELA. The Saturday Academy will also allow student additional opportunity to receive assistance. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2013. In addition, Bedford Academy has created a system of small group instruction within the framework of the day that allows for a 10 to 1 ratio between teachers to student. This program in addition to the aforementioned intervention programs takes place on Monday, Tuesday, Wednesday and Thursday. Peer tutorial services are provided on Mondays and Wednesdays in addition to the services already provided.</p>
Mathematics	<p>After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Mathematics. The Saturday Academy will also allow student additional opportunity to receive assistance. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2013. In addition, Bedford Academy has created a system of small group instruction within the framework of the day that allows for a 10 to 1 ratio between teachers to student. This program in addition to the aforementioned intervention programs takes place on Monday, Tuesday, Wednesday and Thursday. Peer tutorial services are provided on Mondays and Wednesdays in addition to the services already provided.</p>
Science	<p>After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Science. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June 2013. The Saturday Academy will also allow student additional opportunity to receive assistance.</p> <p>In addition, Bedford Academy has created a system of small group instruction within the framework of the day that allows for a 10 to 1 ratio between teachers to student. This program in addition to the aforementioned intervention programs takes place on Monday, Tuesday, Wednesday and Thursday. Peer tutorial services are provided on Mondays and Wednesdays in addition to the services already provided.</p>
Social Studies	<p>After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Social Studies. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January of June 2013. The Saturday Academy will also allow student additional opportunity to receive assistance.</p> <p>In addition, Bedford Academy has created a system of small group instruction within the framework of the</p>

	day that allows for a 10 to 1 ratio between teachers to student. This program in addition to the aforementioned intervention programs takes place on Monday, Tuesday, Wednesday and Thursday. Peer tutorial services are provided on Mondays and Wednesdays in addition to the services already provided.
At-risk Services provided by the Guidance Counselor	The students who will be serviced will be provided counseling and strategies to deal with conflict resolution, peer mediation and character development.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
PARENT INVOLVEMENT POLICY (PIP)

THE

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 welcome 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 and 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 with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete 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 N. Manning Andrews	District 13	Borough Brooklyn	School Number 595
School Name Bedford Academy High School			

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

Principal Mr. Adofu Muhammad	Assistant Principal Ms. La Vache
Coach type here	Coach type here
ESL Teacher Ms. Garry	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	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	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	366	Total Number of ELLs	2	ELLs as share of total student population (%)	0.55%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

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

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

0Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	0			2						2
Total	0	0	0	2	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 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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

1./2.Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

Instruction is delivered by a highly qualified and certified ESL licensed teacher in a Free Standing ESL Program. English is the only language of instruction. As per CR Part 154, this student is an Advanced level student and receives 180 minutes of instruction per week as a mandate. There is only one student receiving services for 180 minutes of mandated instruction per week. There is one ESL Certified Teacher to support the mandated student. 3. The ESL teacher supports the student in a one to one setting and provides instruction based on ESL techniques and methodologies. Student data is reviewed in order to assess strengths and weaknesses (previous years assessments and current periodic assessment scores). This student needs additional support in reading and writing based on the NYSESLAT results for 0210 - 2011 school year.

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	N/A			
Social Studies:				
Math:				
Science:				

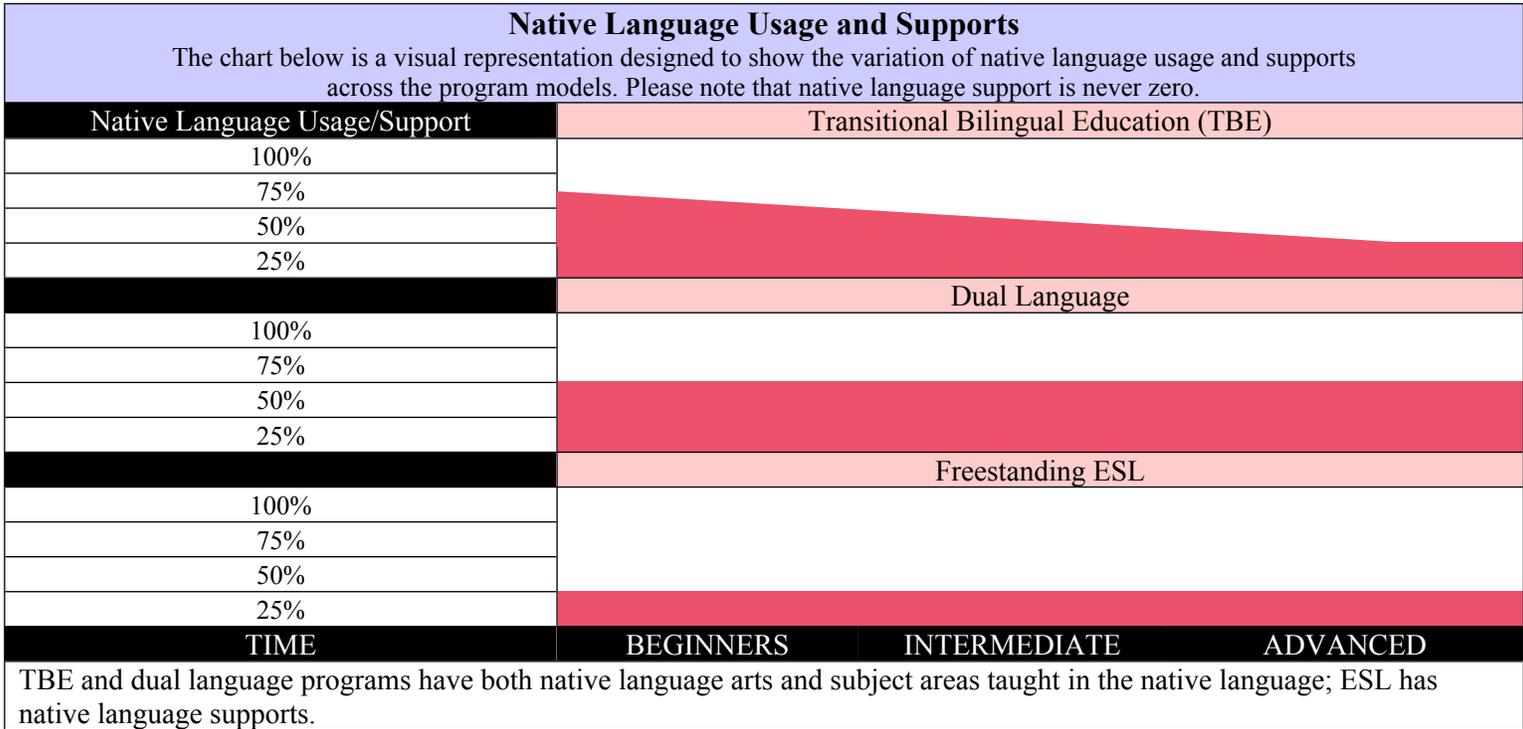
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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)?

N/A

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.

1. The Professional Development Plan for all ELL personnel consists of Differentiated Instruction for ELLs, Content Area Support for ELA and Math, Common Core and Literacy and MathTasks for ELLs .2. The staff is provided with weekly departmental meetings and school wide meetings on Common Core and College Readiness, RTI and Interdisciplinary literacy. The school administration also provides workshops in the following areas: Social Dynamics of the Whole Child, Creation of SMART Goals for Students, Symptoms and Signs of Child Abuse, Examination of Students Social and Academic Strengths and Weaknesses. 3. ELL Training will be provided by the Network Support Specialist and OELL Trainings in the following areas:: Supporting ELLs in the Content Area Classroom, BICS and CALP, Academic Language for ELLs, and Diffrentiated Instuction for ELLs.

E. Parental Involvement

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

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

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

NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

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

Additional Information

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

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

Part VI: LAP Assurances

School Name: <u>Bedford Academy High School</u>		School DBN: <u>13K595</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Adofo Muhammad	Principal		1/1/01
Ms. Lavche	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ms. Garry	ESL Teacher		1/1/01
	Parent		1/1/01

School Name: Bedford Academy High School

School DBN: 13K595

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K595 **School Name:** Bedford Academy High School

Cluster: 1 **Network:** 110

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

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

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