



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BARD HIGH SCHOOL EARLY COLLEGE 01M696

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M696):

PRINCIPAL: DR.MICHAEL LERNER EMAIL: MLERNER3@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

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
Dr. Michael Lerner	*Principal or Designee	Signature on File
Denice Gamper	*UFT Chapter Leader or Designee	Signature on File
Abe Suleiman	*PA/PTA President or Designated Co-President	Signature on File
	DC 37 Representative, if applicable	
Liana Van Nostrand Everett Pelzman Nora Elizabeth Delf Liam Duffy	Student Representatives (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	Signature on File
Martha Olson	CBO Representative- Bard College	Signature on File
Clarissa Coffey	Member/ Staff	Signature on File
Bruce Mathews	Member/ Staff	Signature on File
Julia Guerra	Member/ Staff	Signature on File
Maria Schneider	Member/ Parent	Signature on File
Betsy Krebs	Member/ Parent	Signature on File
Camilla Brooks	Member/ Parent	Signature on File
Judy Levine	Member/ Parent	Signature on File

** 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

- **The School will allocate our budget and resources to reduce class size and teacher load, especially in the 9th and 10th grade. Our goal is that 9th and 10th grade core academic classes will be no larger than 24 students, and individual teacher loads in core academic subjects will not exceed 96 students**

Comprehensive needs assessment

In recent years, our 9th grade enrollment has been increasing, and our 10th grade enrollment is similarly high. This has jeopardized the commitment to small class size that is part of our mission. We have seen that these larger classes make it more difficult for teachers to serve all of their students with the adequate level of support and that struggling students, especially in 9th and 10th grade, face the greatest risk. As an early college program, we see that students need additional support in 9th and 10th grade as they prepare for college work.

Instructional strategies/activities

Based on research that suggests that teacher load is as large a factor as class size on student achievement, we are allocating resources to decrease teacher load and to help keep teachers available to the students who need them most. Our strategies to implement this goal include coordinating the work of teachers with our Learning Specialist, having teacher teams meet regularly to share strategies to work with larger classes, and most of all, allocating resources to reduce class size and teacher load. Teacher teams will play an integral part in planning this re-allocation. We will monitor this implementation and progress towards this goal from semester to semester.

Strategies to increase parental involvement

- The need for smaller class size and reduced teacher load was initially raised by parents through our SLT and PTA. PTA support will help us re-allocate resources to support smaller class size.

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: Support from Bard College and our PTA.

Service and program coordination

- This goal requires allocating FSF and Per Session funds to prioritize 9th and 10th grade staffing and support.

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

- **We will work to improve the success and achievement of struggling students in the 9th and 10th grade. We will do this by maintaining a Learning Specialist position, as well as through after school tutoring and support programs. We aim to reduce the number of students who fail to earn 10 credits in 9th and 10th grade by 10%.**

Comprehensive needs assessment

We know from our annual NYC DOE Progress Report that too many of our 9th 10th and graders fail to earn 10 credits in these critical years. Many of these students fail to be promoted to the next grade, and many end up transferring to other schools.

Instructional strategies/activities

Building on the previous work of inquiry teams, we are building a network of support services to support struggling students. The two most important components of this work are our Learning Specialist position to collaborate with teachers and work with struggling students, and an after school tutoring that brings together staff and students every afternoon to support struggling students. Our Learning Specialist works to provide one on one support to students while also working with teachers to design assessments and scaffolding assignments. Additionally, our advisory program works to help students develop study skills and learning habits to promote academic success. Both of these are in place and will be evaluated at the end of the year.

Strategies to increase parental involvement

- The Learning Specialist and faculty work with the Parent Coordinator to keep the parents of struggling students up to date and involved in the progress of their children. The school has developed policies to ensure parents of struggling students are notified early of difficulties and brought in for conferences on student progress.

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: Support from Bard College.

Service and program coordination

- The budget allocations to support this goal include staffing the Learning Specialist position with FSF, as well as Bard College resources to fund tutoring and afterschool activities.

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

- **In order to make sure all BHSEC students meet the minimum definitions of “college readiness” as set by CUNY and the NYC department of Education, we will aim to ensure that students who take the Regents at BHSEC pass the NYS English Regents Exam with a score of 75 or higher and the NYS Algebra Regents Exam with a score of 80 or higher. Our goal for the coming year is to aim for an increase of 10%**

Comprehensive needs assessment

- Our goal is informed by reviewing how are students are measured under the DOE’s new “college readiness” metrics. While we do well in this regard overall, we see areas where we would like students to perform better, specifically with Regents exam scores and ensuring students attain minimum standards in math, science and English.

Instructional strategies/activities

- Our strategies for attaining this goal are multiple. First, there is a strategy of making students understand the importance of Regents exams as a measure of college readiness. We will work with teachers to provide more organized and more comprehensive preparation and review sessions for students in advance of the Regents exams. Students who are taking a test for a second or later time will receive targeted assistance. We will incorporate these strategies into the teaching of the related classes, and will implement targeted review and prep sessions in advance of the January 2013 and June 2103 tests.

Strategies to increase parental involvement

- Our addressing this issue stems in part from parental concern over the consequences of low Regents scores. We have discussed the issue at SLT and PTA meetings, and are reaching out to parents to intervene in cases of students who need to retake Regents Exams.

Budget and resources alignment

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

- The interventions described above require coordinating guidance efforts to track students who are taking a test for a second or later time so that they receive targeted assistance. Teaching teams (US History, Chemistry, Math) will work to coordinate review sessions with class sessions. Per Session funding will be allocated to support this effort.

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

- **We will continue to promote student achievement by promoting the school's academic integrity policy. We will aim to reduce violations of academic integrity and cases of plagiarism by 25%**

Comprehensive needs assessment

- We have been emphasizing academic integrity as a way to address cases of cheating and plagiarism. This is the second year of a concerted effort to stem the negative effect of cheating on school culture and the consequence of students failing classes or not being able to graduate.

Instructional strategies/activities

We have put together a faculty committee to address academic integrity through a multi-faceted approach. The strategy includes:

- Professional Development for teachers on how to avoid creating situations where cheating and plagiarism occur.
- Town Hall sessions for students on academic integrity.
- A yearlong curriculum through advisory.
- Better communication with parents about academic integrity.
- A student and teacher panel to review plagiarism cases.

Strategies to increase parental involvement

- We are actively seeking to inform parents about this issue through presentations at the SLT and PTA meetings and through communications sent home. Parents played an active role this year in revising the policy.

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

- This program requires little in additional resources. Faculty input is voluntary.

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	Vocabulary building, guided reading, and connections to text.	One-to-one tutoring with instructor, one to one tutoring with learning specialist, small group instruction.	Before school, during office hours, during the school day and after school
Mathematics	Vocabulary building, use of graphic organizers and process charts.	One-to-one tutoring with instructor, one to one tutoring with learning specialist, small group instruction.	Before school, during office hours, during the school day and after school
Science	Vocabulary building, use of graphic organizers and process charts.	One-to-one tutoring with instructor, one to one tutoring with learning specialist, small group instruction.	Before school, during office hours, during the school day and after school
Social Studies	Vocabulary building, guided reading, and connections to text.	One-to-one tutoring with instructor, one to one tutoring with learning specialist, Regents prep classes, small group instruction.	Before school, during office hours, during the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual counseling, academic advising & family conferences.	Individual, family, or group counseling	By appointment.

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.

Bard High School Early College takes many steps to assure its teachers meet the HQT benchmarks.

As an early college program, we recruit and hire many faculty who have Ph.Ds. and advanced degrees in their fields of study. This ensures that our faculty are content area specialists with in-depth knowledge of the fields they teach.

At the time of hire, all BHSEC faculty meet New York State certification requirements in the areas they teach. We have many faculty who have obtained certification through the NYS Transitional C and the new Transitional G pathways. We also work with the Bard MAT program to support new hires through the initial years of teaching.

New faculty are supported through weekly meetings with an administrator, peer mentoring, and professional development opportunities. All faculty have access to numerous professional development opportunities, including workshops and training sessions offered by the Bard College Institute for Writing and Thinking, the Academy for Teachers, the Gilder Lehrman Institute, and other organizations.

**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

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 Nancy Scala	District 01	Borough Manhattan	School Number 696
School Name Bard High School Early College			

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

Principal Dr. Michael Lerner	Assistant Principal Camille Sawick
Coach none	Coach none
ESL Teacher none	Guidance Counselor Anna Azeglio
Teacher/Subject Area none	Parent none
Teacher/Subject Area none	Parent Coordinator Carol Turitz
Related Service Provider N/A	Other N/A
Network Leader Nancy Scala	Other N/A

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	619	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Identification Process

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

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

1. Every student is administered the HLIS in May, most students entering Bard High School Early College (BHSEC) come from private schools and are new to the NYC Public School system. HLIS is also administered to students who are new to the country as well as the system. After an interview with the parent and the student it is decided whether or not a student is SIFE or eligible for to take the LAB-R. Under the guidance of the Assistant Principal of Organization, a community associate familiar with LAB/BESIS rules and regulations reviews all HLIS forms. The Lab-R is administered by a trained teacher or the Assistant Principal within the first 10 days a student is admitted to our school.

The NYSELAT is administered every year during the spring term to all students who meet eligibility requirements.

2. The structures that BSEC has in place are: an entitlement letter, Parent Survey and Program Selection form is sent home to the parents via postal service. These letters while self-explanatory begin the dialogue between parent and school about mandated ESL services and invite the parent into school for a meeting to ensure they understand the program choices and reasons for inclusion in the program. The meeting is attended by the principal, assistant principal, parent, student and interpreter, if necessary, to explain the three programs in greater detail. Parents are also invited to see a video which explains their rights and the programs. The meeting is held within 10 days that eligibility is determined. This procedure is followed at the beginning of the term and on an as needed basis.

3. BSHEC follows up with a phone call to the parent making sure that the appropriate forms have been returned. However, at present time there are no ELL students on register.

4. Due to the special admission requirements for all students who enter BSHEC screened program, we do not have a bilingual program at BHSEC. All of BSHEC students must be on grade level in writing and math in order to enter the program so they can be prepared for college in two years. Once a student is identified as requiring ELL services, BSHEC sets up a meeting with the teachers who will come in contact with the ELL students. Administration will explain the particular needs of each student. BSHEC will then set up a program that is tailored to the unique needs of each student. This is communicated to the parent at the time of the initial meeting.

5. There doesn't seem to be a trend since BSHEC have had so few eligible students. The most recent parent survey indicated that the parent only wanted a Free-Standing ESL program for his child. That is the only information BSHEC has to assess a trend and the pool of families is too small to be of any statistical significance.

6. Yes. The ELL program offered at BSHEC is tailor made for each student who receives a variety of services to help him/her acquire and master the English language as quickly and effectively as possible. Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	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	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Yiddish										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	
Russian	0	0	0	0	0	0	0	0	0	0	
Korean	0	0	0	0	0	0	0	0	0	0	
Haitian	0	0	0	0	0	0	0	0	0	0	
French	0	0	0	0	0	0	0	0	0	0	
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	
TOTAL	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>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	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	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	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

A. Programming and Scheduling Information

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. a. BSHEC offers a modified Pull-Out Free-Standing ESL program. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. BSHEC also schedule students for an English class which meets four times a week for 50 minute periods. Each week there is a total of 350 minutes of English/ESL instruction. BSHEC does not have plans to move to a push-in model at this time, BSHEC prefers to keep the student in their classes with their content area teacher and not interfere with class instruction. The students are not being pull-out of any classes and therefore not losing instructional time.
- b. All of BSHEC classes are heterogeneously grouped.
2. Through professional development BSHEC intends to have the entire staff of teachers move towards becoming proficient in ESL instruction and deliver it through classroom instruction by using a variety of teaching methodologies such as differentiated instruction, vocabulary development, dual language dictionaries and direct instruction of study skills. All classes are heterogeneously grouped in both the high school and college program.
- a. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. BSHEC schedules students for an English class which meets four times a week for 50 minute periods. Each week there is a total of 350 minutes of English/ESL instruction.
3. Content is delivered in English in all content areas. Additional time on exams and quizzes is offered in all classes to ELL students. As stated above differentiated instruction is used in the delivery of instruction so students can grasp the concepts and complex ideas being discussed in class. The use of a paraprofessional has been offered to help with organizational skills, vocabulary development, reading comprehension and writing. Consistent and routine classroom practices are encouraged with all teachers as well as a syllabus distributed at the beginning of each term which states among other things a course description, materials used, a list of dates for exams, projects and their value in determining midterm and final grades. Vocabulary development, the use of a dual language dictionary, relating material/text to the student's background knowledge, graphic organizers, scaffolding and one-on-one tutoring are strongly promoted.
4. The results of the NYSESLAT are assessed for strengths and weaknesses. The students' weaknesses are addressed in the classroom using appropriate pedagogical methodologies. These methodologies are discussed at faculty meetings and on Professional Development days where best practices are shared. These best practices usually center on instruction for students at various levels of mastery.
5. a. For the reasons indicated above, our program is not appropriate; BSHEC do not admit nor attract SIFE students. But if BSHEC had students in this category the instructional program would follow the model indicated above. Currently BSHEC does not have SIFE students at the present time.
- b. For the reasons indicated above, BSHEC's program is not appropriate for ELL students who do not have a very strong command of the English language or who are newcomers to the U.S. But if BSHEC had students in this category the instructional program would follow the model indicated above.
- c. For the reasons indicated above, BSHEC's program is not appropriate for Ells receiving services for 4 to 6 years. If they do not have a strong command of the English language in writing, speaking, listening and reading they will not be successful in BSHEC's college program and would be encouraged to continue their education in a more appropriate setting. We would be doing them a disservice to keep them at our school. But if we had students in this category our instructional program would follow the model indicated above. Currently we do not have ELL's receiving services for 4 to 6 years.

A. Programming and Scheduling Information

d. For the reasons indicated above, our program is not appropriate for Long-Term ELL students. If they do not have a strong command of the English language in writing, speaking, listening and reading they will not be successful in our college program and would be encouraged to continue their education in a more appropriate setting. BSHEC would be doing them a disservice to keep them at the school. If BSHEC had students in this category the instructional program would follow the model indicated above. Currently there are no Long Term ELL's.

e. For the reasons indicated above, BSHEC's program is not appropriate for ELLs with special needs. If BSHEC had students in this category the instructional program would follow the model indicated above. Currently BSHEC does not have any ELL's identified as having special needs.

6. Class sizes are kept to 20 students per class. This affords students ample opportunity for individualized attention and instruction and support for classroom group work. A staple of BSHEC's core program is the Writing and Thinking program. Each year begins with writing seminar workshops for a week which establishes a tone and a standard that is followed throughout the year in all of classes. BSHEC's humanities classes are taught in a seminar style. Students are expected to engage in meaningful dialogue around the coursework and assigned text. So it would be relatively easy for the teachers to assess a student's progress in the seminar style classes.

7. At present time BSHEC does not have ELL nor SWEDs enrolled.

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

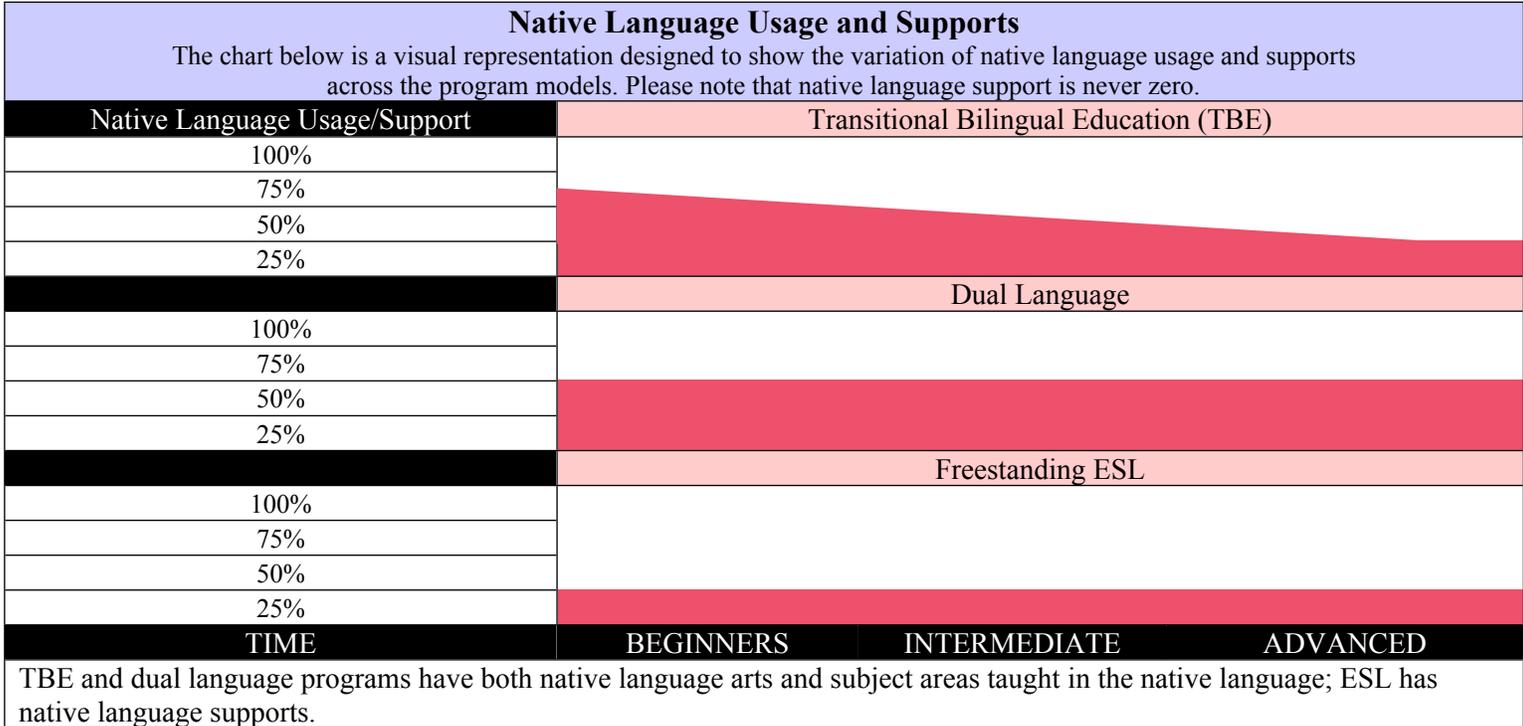
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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. At present time BSHEC does not have ELLs enrolled in the school. However, with class sizes at 20 students the teacher can monitor the students progress and anticipate needs of the student. BSHEC has resources available to adapt to the needs of the ELL student.

9. Expanding BSHEC's current ESL program to meet the required number of minutes of instruction per week. If neReded BSHEC would budget to hire a certified ESL teacher.

10. None. BSHEC feel the current program works well and addresses the needs of the ELL population.

11. There are no programs that will be discontinued for Ell's.

12. ELL's are given an appropriate schedule for their grade which includes English, math, science, social studies, physical education, foreign language and art classes. They are also programmed for advisory class which meets once a week. All school events, programs, clubs and team meetings are announced in advisory and are open to all students. Posters line the walls and cork boards of our school and there are teachers available to interpret for the ELL's during school hours. Besides their guidance counselor ELL's have their advisor as an advocate and resource.

13. ELL's use the same materials as other students in their class. If necessary BSHEC can provide textbooks in the students native language if they are available. Also there are teachers available to interpret for othe ELL's during school hours. Teachers are encouraged to explain concepts and vocabulary to the ELL's or encourage them to use dictionaries in English and their native language whenever possible. BSHEC has a computer lab available for students to use from 9:00am - 6:00pm. They are welcome to use the computer lab whenever they have a free period for homework/class work assistance.

14. BSHEC has moved towards 50 minutes of instruction twice a week for Native Language Arts instruction.

15. Yes. All support services and resources are comprehensive, age and grade level appropriate.

16.. BSHEC invites all list newly arrived students to the Summer Bridge Program. This is a one week orientation program which is designed to give students an understanding of how the school is organized, the support services offer, the class structure and school requirements and a tour of the community-the Lower East Side.

17. BSHEC offers 3 languages, Spanish, Latin and Chinese. BSHEC offers electives in all three languages. These electives vary each term. Sometimes the school offers cultural electives, cinema electives, poetry classes and architecture electives.

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)?

1 – 5 We do not offer Dual Language Programs at BHSEC.

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. Based on a teacher survey administered at the beginning of each year, training will be provided for teachers identified as needing the required 7 and ½ hours of ESL training. In-service and out-of-school workshops will be provided for staff members.
2. Please see answer to question #16 above.
3. BSHEC will provide ELL mandated training to staff members during Professional Development days. BSHEC encourage teachers to make use of the professional development webinars made available for viewing at the pedagogues convenience. There are also PowerPoint presentations available for viewing anytime. This year BSHECC hope to have a guest presenter offer a workshop to the new faculty members and to those who have not met the minimum 7.5 hours of ELL training.

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. BSHEC parent involvement and outreach is extensive and ongoing. The school has a number of ways to maintain parent involvement. Before a student can be admitted to BSHEC there is an admissions test and interview conducted. Usually at the time of testing, parents are present and usually have a conversation with the admissions director or principal. Before a student is admitted, the parents are well-informed about the school, its requirements and rigor. Once a student is admitted to BSHEC there is extensive outreach by the PTA and the Parent Coordinator. The parents are informed about what is going on at the school and are invited to attend, call or email their requests and concerns. BSHEC has monthly PTA meetings, a list serve where parents can receive emails from the school, a weekly parent newsletter from the principal, numerous snail mailings, and a web-based School Messenger service which automatically translates all of our messages into the parent's home language. BSHEC also has a website which is periodically updated with upcoming events, an on line event calendar and a phone number they can access when they call the school which lists upcoming events and activities. BSHEC also survey parents periodically throughout the year to get their feedback on a variety of topics. BSHEC has an active SLT which is open to all interested parents.
The Parent Coordinator is actively involved in all parent activities including but not limited to Open School Week and Parent Teacher Conferences. The Parent Coordinator is a member of many school committees including the BRT and Health and Safety committee. Most of the materials BSHEC disseminate to parents is translated into Chinese and Spanish including but not limited to our school profile, a fact sheet about our school, lunch applications and transportation pamphlets. During parent teacher conferences we provide translators in Urdu, Chinese and, Spanish. We have employees in our school who speak Urdu, Chinese and Spanish and can translate for a parent during guidance meetings and Open Houses.
2. No, at present BSHEC is not working with an outside organization to provide workshops or services to ELL parents.
3. BSHEC has a series of progress meetings with ELL students, parents, teachers, guidance counselor, LAB/BESIS coordinator, principal and interpreter if needed to discuss the parent's concerns and present information about the student's progress. These meetings occur about every two months. During the meeting staff will design a program specifically tailored to meet the needs of the student.
4. See #1 above.

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

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	0	0	0
Intermediate(I)										0	0	0	0	0
Advanced (A)										0	0	0	0	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	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	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
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	0	0	0	0
Earth Science				
Living Environment				
Physics				
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
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	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.

1. After reviewing the data in the LAP worksheet and knowledge of previous ELL's, who have all scored at the advanced proficiency level, ongoing daily class room assessment seems to be the most beneficial assessment tool for BSHEC students. Since BSHEC ELL population is so small the individualized attention works best. BSHEC does not use nor does BSHEC school philosophy of writing and thinking allows the school to use prescribed materials and assessment tools to assess literacy. Instead engaging in daily active writing methods literacy improves. Standardized exams and prescribed literacy assessment tools do not fit into the philosophy of the school. Primarily BSHEC provide one-to-one tutoring with a pedagogue to address literacy skills. This teacher interacts with the students' teachers to help provide the appropriate services and support for class work and home work assignments.
2. Traditionally BSHEC ELL's do well in the speaking and listening sections of the test and not as well in the reading and writing sections of the LAB-R and NYSESLAT. As stated above, BSHEC will encourage all teachers to attend ESL workshops and strive to meet the ESL minimum standard for professional development.
3. There are no ELL at this time attending BSHEC.
4. a. In the past all of BSHEC ELL's were able to pass their regents exams and graduate with a high school diploma. That is BSHEC's goal and hope to continue this successful tradition. Please see #3 for additional information.
- b. BSHEC does not administer ELL Periodic Assessments.
- c. See #b above.
5. BSHEC does not have a dual language program so this is not applicable.
6. BSHEC program has been successful with the ELL's in the past. This is evident with the rate in which the ELL's graduate with a high school diploma and transfer to a four year college.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Bard High School Early College

School DBN: M696

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Lerner	Principal		1/1/01
Camille Sawick	Assistant Principal		1/1/01
Carol Turitz	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Abe Suleman	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Anna Azeglio	Guidance Counselor		1/1/01
Nancy Scalla	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: 01M696 **School Name:** Bard High School Early College

Cluster: Rello-Anselmi **Network:** CFN107

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.

Upon admission to Bard High School Early College, all students complete a home language survey, indicating their first language learned and their home language. This forms is used to determine Lab-R eligibility. In addition, we translate most of our materials into the languages spoken at home. Our School Messenger system automatically translates messages sent to parents via voice, email and/or text, into the parents' native language. We also have on-site translators fluent in Spanish, Chinese and Urdu who attend parent meetings when called upon to translate.

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 surveys (see above) indicate that Chinese and Spanish are the two primary languages, in addition to English, spoken in our students' homes. The findings are reported to the school community at faculty meetings, the Principal's weekly, at school meetings and via e-mail. Interpreters are provided during parent teacher meetings and conferences as needed (see above).

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.

Our school uses the DoE translation services whenever possible. Othertimes we use teachers and staff members to translate.

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.

Our oral translation is primarily performed by our teachers and staff members. This has provided us with the necessary interpretation services at school meetings, conferences and functions. Students often volunteer to translate for parents at public meetings. Staff members are fluent in Spanish, Chinese, Korean and Urdu and sit in on meetings with parents when necessary.

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>.

In compliance with Chancellors Regulation A-663, all students will indicate their home language withing 30 days of enrollment. This information appears on their school emergency card and on ATS. All major documents (school profiles, letters home to parents regarding students academic standing, lunch applications announcements etc.) are provided in that home language where necessary. We also provide translators for group and one-on-one meetings with parents. The Bill of Parent Rights is available on line in the 9 most common primary languages and has been down-loaded and printed for parent access at public meetings and parent conferences.