



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: BEDFORD-STUYVESANT PREPARATORY HIGH SCHOOL

DBN (i.e. 01M001): 13K575

Principal: DARRYL RASCOE

Principal Email: DRASCOE@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: NATHAN DUDLEY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Darryl Rascoe	*Principal or Designee	
Lafleur King	*UFT Chapter Leader or Designee	
Jennifer Austin	*PA/PTA President or Designated Co-President	
Kisha Maldonado	DC 37 Representative, if applicable	
Jelissa Jackson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Elizabeth Cooke	Member/ teacher	
Lafleur King	Member/ teacher	
Madelyn Moyer	Member/ teacher	
Genevieve Wheelock	Member/ student	
Lotisha Pendleton	Member/ student	
Marie Rose Honore	Member/ parent	
Annette Grant	Member/ parent	
Valeria Beza	Member/ parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be an increase in collective teacher performance in components 1e, 3b and 3d as measured by The Danielson Framework for Teaching.

Comprehensive Needs Assessment

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

Formal and informal observations revealed that the implementation of the Danielson Framework for Teaching was not yet at a proficient level in all classrooms.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in weekly professional development around the Danielson Framework for Teaching.
2. Teachers will participate in inter-visitations to give peer-feedback on Domains 2 and 3.
3. Teachers will participate in CFN 403 Network organized professional development.
4. Lesson plans will be examined by administration to determine alignment with the Danielson Framework for Teaching.
5. The school will create/adopt a uniform protocol for discussion.
6. Teachers will devise their questions using Bloom's Critical Thinking Cue Questions.
7. Create professional development teacher team

B. Key personnel and other resources used to implement each strategy/activity

1. School administration
2. Lead teachers
3. Network achievement coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The proficiency of teacher questioning techniques should require students to think critically
2. The authenticity of student discussion/argument should require students to cite textual evidence and defend their position
3. Assessment should be targeted, consistent, varied and continuous

D. Timeline for implementation and completion including start and end dates

1. Implementation will begin September 11, 2013 and continue through June 11, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School session time has been modified to accommodate a weekly professional development session every Wednesday from 1:45 to 2:50

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Use parent coordinator to consistently make outreach to parents /guardians about school related business and outside resources
 Communicate to parents/guardians through the monthly newsletter
 Require teachers to consistently make outreach to parents/guardians through phone calls, emails and face time

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 80% of teachers at BSPHS will implement one CCLS-aligned unit of study complete with a culminating task as evidenced by 60% of students scoring a level 3 or higher on each unit's correlating common rubric. As a community, we will focus on Reading Standard 1: Key ideas and details (read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and Reading Standard 10: Range of reading and level of text complexity (Read and comprehend complex literary and informational texts independently and proficiently)

Comprehensive Needs Assessment

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

Curriculum, unit plans, and student

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in weekly professional development around the CCLS.
2. Teachers will participate in inter-visitations to give peer-feedback on CCLS .
3. Teachers will participate in CFN 403 Network organized professional development.
4. Lesson plans will be examined by administration to determine alignment with the CCLS.
5. The teacher s will revise curriculum to align with CCLS.
6. Teachers will participate in Common Core Black Belt training.
7. Create professional development teacher team

B. Key personnel and other resources used to implement each strategy/activity

School administration
Lead teachers
Network achievement coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student citation of textual evidence
2. Development and implementation of a uniform argumentative essay rubric
3. Student work with a focus on argumentative essays
4. Student discussion in the classrooms

D. Timeline for implementation and completion including start and end dates

1. Implementation will begin September 11, 2013 and continue through June 11, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School session time has been modified to accommodate a weekly professional development session every Wednesday from 1:45 to 2:50

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Use parent coordinator to consistently make outreach to parents /guardians about school related business and outside resources
Communicate to parents/guardians through the monthly newsletter
Require teachers to consistently make outreach to parents/guardians through phone calls, emails and face time

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

Improve school performance from an "C" as indicated on the 2012-2013 NYC Progress Report to at least a "B" on the 2013-2014 Progress Report

Comprehensive Needs Assessment

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

2012-2013 Progress Report revealed that we need to improve our graduation rate

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Advisory groups to support social-emotional issues and give instruction on leadership skills, good decision-making, etc
 One-on-one conferencing between principal and students
 Conferencing between teachers and students during each marking period
 College support from guidance department and college trips
 Structured tutorial schedule for all core subject-areas
 Revise school wide and departmental grading policy

B. Key personnel and other resources used to implement each strategy/activity

School administration
 Teachers and guidance department
 Network achievement coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Scholarship reports
2. Attendance rates of students
3. Report cards
4. Engrade data
5. Student work

D. Timeline for implementation and completion including start and end dates

1. Implementation will begin September 11, 2013 and continue through June 11, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Student conferencing week programmed into each marking period
2. Scholarship meetings with teachers scheduled during each marking period

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Use parent coordinator to consistently make outreach to parents /guardians about school related business and outside resources
 Communicate to parents/guardians through the monthly newsletter
 Require teachers to consistently make outreach to parents/guardians through phone calls, emails and face time

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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

Annual Goal #4

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

Improve school progress metric on the Progress Report from a "D" as indicated on the 2012-2013 Progress Report to at least a "B" on the 2013-2014 Progress Report

Comprehensive Needs Assessment

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

2012-2013 Progress Report revealed that student credit accumulation and Regents pass rate needed improvement

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Comprehensive tutorial schedule
2. Regents prep opportunities
3. Comprehensive parent outreach – teachers and attendance team
4. Align curriculum and teacher practice with CCLS and Danielson
5. Afford students more opportunities to make up work
6. Celebrate student success publicly and consistently with award dinners

B. Key personnel and other resources used to implement each strategy/activity

School administration
Teachers and guidance department
Network achievement coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Credit accumulation
2. Scholarship Reports
3. Engrade data
4. Attendance data
5. Report cards
6. Student work

D. Timeline for implementation and completion including start and end dates

1. Implementation will begin September 11, 2013 and continue through June 11, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School session time has been modified to accommodate a weekly professional development session every Wednesday from 1:45 to 2:50

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Use parent coordinator to consistently make outreach to parents /guardians about school related business and outside resources

Communicate to parents/guardians through the monthly newsletter

Require teachers to consistently make outreach to parents/guardians through phone calls, emails and face time

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Focus on command of evidence from text: paired passages; Use of evidence from sources to inform and make an argument through close reading; Building Academic Vocabulary, Development of Reading and Writing Skills. ELA teachers use Independent and guided reading, annotation to cite evidence, Socratic Seminars and technology as a catalyst to improve reading comprehension and writing skills. English teachers focus on how they can get students to read, write, listen and speak.	Small group, one-to-one, tutoring	Before, during, after
Mathematics	Developing a deep understanding of mathematical concepts through fluency and application. Math teachers engage students by incorporating group projects and real life skills in order to increase knowledge of concepts. As regents and PARCC exam approach, teachers focus on strategies to decrease test anxiety. Math teachers also use expos where students demonstrate learning through a	Small group, one-to-one, tutoring	Before, during, after

	<p>variety performance tasks. Math teachers focus on how they can get students to read, write, listen and speak.</p>		
<p>Science</p>	<p>Use of evidence from sources to inform and make an argument through close reading. Science teachers facilitate in-class labs and use technology to provide students with opportunities to conduct experiments literally and virtually. Students use skills in literacy and observation. Science teachers focus on how they can get students to read, write, listen and speak.</p>	<p>Small group, one-to-one, tutoring</p>	<p>Before, during, after</p>
<p>Social Studies</p>	<p>Using Text Based Evidenced from sources to inform or make an argument. Social Studies teachers use current events to connect history with the present. They use the small group instruction during the school day and access various websites to engage students. Students use skills in literacy and thinking in order to form and present opinions. Social Studies focus on how to get students to read, write listen and speak.</p>	<p>Small group, one-to-one, tutoring</p>	<p>Before, during, after</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Small group and individual counseling (before, during and after school), family counseling (before, during and after school) academic and career counseling (</p>	<p>One-to-one</p>	<p>Before, during, after</p>

	before, during and after school); Guidance lessons Presentations; Referrals to outside agencies Referrals to alternative programs; Small group and individual counseling (before, during and after school)		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administration and current teachers recruit in tandem at city wide teacher recruitment events. New teacher finder is also a tool used to recruit teachers. Teachers are then included in teacher teams including the New Teacher Induction Team for support. Teachers are also groomed for leadership with opportunities to lead professional development workshops, participate in outside professional development workshops, and conduct inter-visitations for the purpose of support and retention.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Administrators and teachers participated in and continue to participate in the Common Core Black Belt Certification Common Core Learning Standards professional development time is embedded in the school schedule and meets every Wednesday from 1:45 to 2:50
Professional development time for CCLS is also available during zero period

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in Temporary Housing are provided with the following: School supplies such as book bags, notebooks, pens and pencils, etc. Hygienic supplies Respect for All and anti-bullying materials

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
At Bedford-Stuyvesant Preparatory High School, administrators and teachers meet at the beginning of the school year to discuss multiple assessment measures and then we meet periodically during the school year. Initially, we meet as a community to discuss the options around multiple assessment measures and then the teachers meet within their departments to take a deeper dive into those options. Afterwards, we meet again as a community to act on the recommendations. We have designated Wednesdays from 1:45 to 2:50 PM as our professional development days. Part of our professional development menu is the use of assessment results to improve instruction. Our math teacher analyses and disaggregates the results of the assessment results and then we study the data to inform our instructional practice.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 13	Borough Brooklyn	School Number 575
School Name Bedford-Stuyvesant Prep High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Darryl Rascoe	Assistant Principal Livingstone Hilaire
Coach type here	Coach N/A
ESL Teacher N/A	Guidance Counselor N/A
Teacher/Subject Area Annelise Thorsen/Mathematics	Parent Jennifer Austin
Teacher/Subject Area N/A	Parent Coordinator Tanya Brand
Related Service Provider type here	Other N/A
Network Leader(Only if working with the LAP team) Nathan Dudley	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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	113	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										0	0	0	0	0
SELECT ONE														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	ELL Students with Disabilities	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	0	0		0		0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	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 (SWD)					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 (SWD)									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 (SWD)									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	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0			
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. 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?Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. 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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The Bedford Stuyvesant Preparatory High School Language Allocation Policy is a school-wide plan designed to assist English Language Learners in their progression toward English language proficiency in their academic lives. The school's plan incorporates academic language scaffolding and Total Physical Response (TPR) in its free-standing ESL program. Due to the size of the school and the program, our ESL provider is a certified Math teacher who is a native Spanish speaker.

Bedford Stuyvesant Preparatory High School currently has no ELL students on register, however, we are prepared to offer any incoming ELL students appropriate instruction in a free-standing ESL program. The program combines New York State's ESL and ELA Standards; language needs for performance in students' content area courses, and students' linguistic strengths and

challenges. The program uses content area texts, visual aids, and support when possible in students' native languages. The tailored program involves access to computers in the ESL classroom with internet access, audio resources, and a growing library of materials for ELL students.

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

1. Standardized Assessments that take into consideration student proficiency in native languages. The school will provide assessments in native languages as permitted. Teachers will collaborate with the Spanish teacher and will produce an in-class assessment test that is sensitive to the ELL student's language obstacles. During state standardized assessments, the ELL students will be permitted to take exams using a dual language dictionary according to their native language. The school will administer the NYSESLAT according to state timelines and will use the test results to assess the ELL students' progress. The school will use exam results to reflect and plan for improvement in the ESL program.
 2. Supportive English Language Arts instruction and SIFE Students. English teachers and the Spanish teacher collaboratively plan and team teach focusing literacy support on all students, but with particular attention to ELL and SIFE student groups. Although no SIFE students currently attend Bedford Stuyvesant Preparatory High School, the school is prepared to meet future SIFE students' needs.
 3. Collaborative Content Area Instruction. The Spanish teacher works collaboratively with teachers in content areas on lesson development and assessment materials. This collaboration assists the teachers to align instruction more closely to ELL students' learning needs.
 4. Guidance and ESL Coordinator. After-school services focused on students struggling with English and students identified with interrupted formal education include plans to assist ELL and SIFE students achieve English proficiency in the academic setting.
 6. Academic Intervention and Support Services. During each semester, the Spanish teacher will conduct academic support by pushing into classrooms or pulling out ELL students from their normal class program. The ESL program will also offer tutorial sessions after school. At these one-on-one tutorial sessions the Spanish teacher will provide valuable support to the student.
 7. Newcomers Plan. Students who arrive at Bedford Stuyvesant Preparatory High School and are newcomers either to NYC or to the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent/student interview will be conducted with the parent coordinator, ESL teacher, and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.
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.
Paste response to question here: To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. Handouts of available programs at schools around the city are made from the ELL website. The parents will be informed of schools with those options. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school.
 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school.
 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.
Because we do not have ESL students in our school we have never had to create a bilingual program.
 5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
n/a
 6. 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.) 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. [i](#)
n/a

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instructional Delivery Organizational Models: Bedford-Stuyvesant Preparatory High School would implement a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school would provide ESL services via the push-in and pull-out models with an ESL certified teacher to support students in specific content areas.

The primary goals of this program is as follows:

- To amplify the literacy and academic skills of ELLs who participate.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas. Freestanding English as a Second Language Program.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

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)?

Beginning students would receive 540 minutes per week, Intermediate students would receive 360 minutes per week, and Advanced students would receive 180 minutes per week. Subgroups: Differentiate Instruction Within the ELL population, if there are sub-populations that require differentiated instructional approaches to make content comprehensible and enrich language development. These sub-populations include, SIFE, Newcomers, Long-Term ELLs, ELLs receiving 4-6 years of service and ELLs with Special Needs.

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 foster language development and meet the demands of the Common Core Learning Standards.

- Content area teachers would monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
 - Math teachers would devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
 - Social Studies teachers would scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ELL students would be given ESL instruction in accordance with the mandated number of minutes for ELL students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native language, teachers would maintain writing samples, running records, and allow students to respond in their native language both in verbal and written responses.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
100% of teachers would teach to all 4 modalities for all content areas.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The plan is as follows: a. SIFE: Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many of our SIFEs have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFES, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFES. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE.

b. NEWCOMERS: Our school first determines students who are 0-3 years in the school system and their identification (SIFE, Special Ed., and Gifted Etc) and create a program accordingly. Depending on how students score on assessment in their native language, an ESL pedagogue will collaborate with the Assistant Principal to create an education program accordingly. Assessment must be executed for all content area to determine levels. A student is assigned as a buddy to foster social and academic development. We attempt to coordinate buddies who share the same native language or home country.

c. ELLS receiving 4-6 years: These students need an intensive AIS program to ensure they will not be Long Term ELLs. An instructional plan that ensures progress should be created to target their needs. Progress should be documented and maintained. Teachers should collaborate and meet to maintain progress.

d. LONG TERM ELLS: 6 years or more. Long term ELLs need instructional plans. Their classed should be restructured to programs to address specific needs. Since academic language is very important to student success, teachers should increase academic language in a small setting. They can utilize AIS to target the needs of ELL students utilizing running records, writing samples and assistance from foreign language teachers. An educational plan that maintains continuity by remanding the student in the same program (i.e. transitional bilingual or ESL program) and supportive services in their native language is the most beneficial.

e. Former ELLS: Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient. Programming and Scheduling Information:

- 7. 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?
n/a
- 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
n/a

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

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

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

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

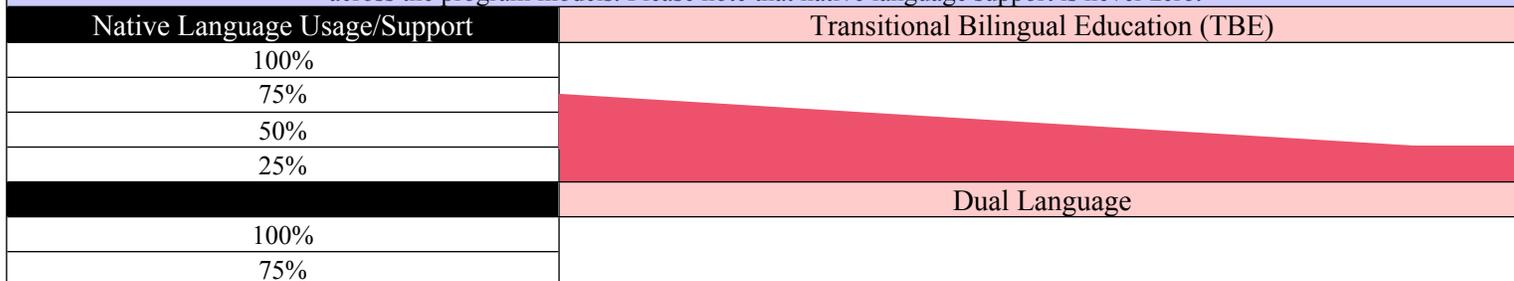
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Our school would offer a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students would receive services on a differentiated basis. Each student would receive AIS through an individualized plan. In addition to AIS classes, test accommodation training and counseling (i.e. dictionary and glossary workshops, pre-testing in native language) for all ELL subgroups before Regents exams to ensure student can utilize services. Native Language glossaries and accommodations for all ELL subgroups are available. There would be daily math and literacy small group instruction classes to maintain grade level proficiency in content area. We will create peer groups that target individual needs of students via AIS.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

n/a

11. What new programs or improvements will be considered for the upcoming school year?

We are not planning on extending our current program at this time.

12. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have access to all the programs that are mentioned in our answer to question 9. Our ESL coordinator ensures that our ELL population and their families are made aware of opportunities offered at our school both via written and telephone outreach.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional Materials: In anticipation of getting ELL students, we are reflecting on creating a class of heterogeneous native Spanish speakers, consisting of ELLs and non-ELLs. ESL students would use a BBC ESL, podcasts and translator programs in to balance between literacy in native and second language. This includes the use of high interest / grade level texts.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Currently our only program model would be ESL.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Students will receive push-in and pull out services around the same curricula that are provided to our general education students. ELLs would utilize the same texts and are prepared for Regents Exams just as our other students are.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program.
- Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

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

At this time, we do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for our school administrators and our teaching staff receives ongoing professional development via programs such as the Children's First Network. Some additional professional development activity in our school is as follows:

- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers is available by Nathan Dudley's Children First Network.
- The staff will attend professional development activities about such themes as: increasing awareness about the native countries and cultures of our newcomers, ESL methodologies in the content areas.
- Our content area teachers will attend varied conferences and trainings throughout the year to meet the 7.5 hours of ELL training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
The activities that we conduct to foster parent involvement are as follows:
 - Parent Surveys are provided in the native language of the student’s families.
 - Parents are provided with up-to-the-minute access to their child’s grades through the school-wide program Engrade. All teachers post their students’ grades and missing assignments are clearly described. The program allows reports to be generated as needed, allowing parents to have more frequent updates. A training can be provided by a bilingual translator if needed. If the parent speaks a language that is not available in our school, we hire a translator to provide this service.
 - School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, and Arabic. The staff makes daily phone master calls which can be translated into Spanish and other languages. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. Multiple calls are made daily and results are recorded in I-Log and a school wide Google docs program.
 - Parent educational events are held regularly. Annual events include senior college night and orientations, to help integrate families into school culture. Personalized Engrade tutoring is offered at every Parent Teacher Night and major school gatherings as well as at PTA Meetings. We have a partnership with Teen-Choice that provides educational and familial planning as well as information about culturally-based activities for the families. . Our guidance office has access to additional Community Based Organizations to provide counseling, family planning and therapy. The needs of the parents are evaluated through parental surveys and parent teacher meetings and phone calls. An ‘open line’ of communication between pedagogical staff and families through our advisory program is encouraged.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darryl Rascoe	Principal		11/22/13
Livingstone Hilaire	Assistant Principal		11/22/13
Tanya Brand	Parent Coordinator		11/22/13
n/a	ESL Teacher		
Jennifer Austin	Parent		11/22/13
Annelise Thorsen	Teacher/Subject Area		11/22/13
n/a	Teacher/Subject Area		
n/a	Coach		
n/a	Coach		
n/a	Guidance Counselor		
Nathan Dudley	Network Leader		11/22/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

We determine the primary language spoken by each parent through home surveys, which are done for every student enrolled at Bedford-Stuyvesant Preparatory HS. Then we evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. Once that has taken place, we keep the collected information in files, which are at the principal's secretary office.

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 findings revealed that the two languages for which translation services are needed are Spanish, and French / Haitian Creole. Our school community was informed in the following manner:

The makeup of our parent population is:

10 Spanish
1 French/Creole

Number of parents who need translation services

3 Spanish
1 French/Creole

Please note that when need to communicate with some of those parents arises, often times they rely on the help of older children, cousins, or other relatives who are fluent in English and are available to help.

- a) all school personnel were informed of language needs during our staff meetings
- b) school personnel receives a weekly newsletter for substantial school updates and language needs are communicated in this manner
- c) updates are also conducted during grade-level or department level meetings

Part B: Strategies and Activities

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

The written translation services offered at Bedford-Stuyvesant Preparatory HS are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. In order to ensure timely provision of translated documents to parents in need of language assistance services, we make sure that deadlines are taken into consideration so that information can be delivered in a timely fashion.

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.

As to oral translation, should a parent visit the school, the following systems are in place:
Ms. Vega, Ms. Thorsen, and Mr. Alvarez are available to translate from Spanish. Mr. Hilaire is available to translate Haitian/ Creole.

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>.

The written translation services offered at Bedford-Stuyvesant Preparatory HS are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. Regarding oral translation, we also rely on Spanish and French Creole speakers on-site, as well as the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.