



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BARD HIGH SCHOOL EARLY COLLEGE QUEENS

DBN (i.e. 01M001): 24Q299

Principal: VALERI J THOMSON

Principal Email: VTHOMSON@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: NANCY SCALA

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 |
|---------------------------------|--|-----------|
| Valeri Thomson | *Principal or Designee | |
| Danielle LaSusa | *UFT Chapter Leader or Designee | |
| Lisa Brody | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Mark Williams, Jr. / Lila Klatz | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Julia Robinson-Surry | Member/ Teacher | |
| Matthew Carlberg | Member/ Teacher | |
| Kate Fullerton | Member/ Guidance Counselor | |
| Eric Arnum | Member/ Parent | |
| Afaf Nasher | Member/ Parent | |
| Courtney Smith | Member/ Parent | |
| Rushi Trivedi | 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 | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ 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) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | 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.

Our goal is to have at least 95% of our graduating students accepted to at least one post-secondary education program. In addition, we would like to ensure that the Bard College credits could transfer as easily as possible to the post-secondary programs.

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.

We will ensure that the quality of service provided for the college transfer process is maintained and improved over the years as we prepare the students who complete our college program to move on seamlessly to appropriate further higher education. As in previous years, a significant number of our students are the first in their families to attend college. First-Generation students are typically less likely to have access to information about the college admission and financial aid processes and have a much lower college-going rate and college-completion rate than students whose parents completed 4-year degrees in the U.S. In addition many of our students come from low income families and count on the college credit from our school to help decrease the cost of their next college.

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 faculty CTO advisors receive a course reduction in the fall, during the heaviest time of applications, so that they can devote sufficient time to working with students on the college application process.
2. The Director of CTO will develop weekly curriculum for the CTO advisors to follow and we will hold weekly meetings for CTO Advisors at a designated time for training and best-practice sharing.
3. We will host a college fair with representatives from a large number of colleges so that our students have an opportunity to learn about different types of colleges in a small setting.

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

1. Four faculty members, two guidance counselors, one dean, and one director of the college transfer office will act as CTO advisors
2. Same as above
3. The director of the college transfer office organizes the evening, invites colleges and arranges a panel discussion with faculty. The CTO advisors prepare the

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

1. The percentage of students accepted to post-secondary education programs.
2. There will be a binder created with the CTO notes available
3. We have a goal of having 50 or more colleges visiting our campus so that students can see a diverse range of options for their future study.

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

1. This program runs throughout the entire year from September 2013 through June 2014
2. Same as above
3. We will begin planning for this in August 2013 and continue through early May when we will hold the fair. Our proposed date is April 30th

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

1. We support the salary of the college transfer advisor, the dean of studies, and we provide a course reduction for each of the faculty members who act as college transfer advisors
2. Same as above
3. We solicit colleges throughout the year and follow up We use grant money provided through Bard College to provide food for the presenters from the visiting colleges and to rent tables for their presentations. Flyers advertising the program are made up and our Year 1 college students do role playing and workshops in advisory so that they understand what kind of information can be gained and develop confidence in asking questions.

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).

We will hold evening parent meetings for both our high school students and our college students to discuss the college application and financial aid application processes. Parent volunteers will help to solicit visiting colleges to attend our college fair.

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 | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
| | | | | | | | |

List any additional fund sources your school is using to support the instructional goal below.

Bard College pays the salary of our College Transfer Advisor as well as the Dean

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.

We would like to provide sufficient support such that our Smart Scholar students entering BHSEC Queens from Schools Under Registration Review or from Schools In Need of Improvement are able to perform as well as peers from middle schools that are not under state review. With this support, our goal is that the percentage of Smart scholars who earn a grade point average of 2.0 or greater will not be significantly lower than students from middle schools in good standing.

Comprehensive Needs Assessment

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

Approximately 21% (125/600) students at BHSEC Queens were specifically recruited from Schools Under Registration Review (SURR) or from Schools In Need of Improvement (SINI). We are reaching out to these schools so that their students are aware of the opportunities offered by BHSEC. We want to ensure that we provide appropriate academic support for students who come to our school from schools recognized by the state as underperforming or serving a high percentage of economically disadvantaged families.

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 smart scholars will be invited to participate in a three-week summer preparation program with courses the humanities, math, study skills, and dance. This will provide additional support during the summer prior to entering BHSEC.
2. We will maintain a Learning Commons where students can meet with faculty or peer tutors for addition academic support.
3. Four times/year we monitor the GPA of the Smart Scholar Subgroup as well as that for students who have a home language other than English. We will and compare these with those of all students. Our goal is that there the GPA for either of the subgroups is not statistically different from the population as a whole.

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

1. The Director of the Smart Scholars Program, three faculty members, and one guidance counselor are hired to run the four week summer program.
2. We will maintain a ½ time position for a director of the Learning Commons to work with faculty and guidance to identify students who need support and help ensure students receive support
3. Our data specialist reviews the GPA data by subgroup after each marking period to look for trends

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

1. We hope to have a least 60% of our incoming smart scholars participate in this program and that the GPAs for these students by the end of the first semester are not significantly different from those of the population as a whole.
2. Our goal is that there is no significant difference in GPA for our Smart Scholars subgroup compared with the student body as a whole.
3. Our goal is the data will be collected and evaluated four times per year so that adjustments can be made if we are falling short of our goal..

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

1. We begin inviting our incoming ninth grade students to the summer program in April of the previous year. They spend three weeks on our campus in July. Any student who we determine may have study skills difficulties or may struggle with the concepts, we discuss with guidance. In addition to the work during the summer, Guidance Counselors set up meetings in September to work with students with identified difficulties.
2. We will open the Learning Commons each morning for a half hour before classes begin, during lunch, and after school throughout the entire school year. We will recruit a team of peer tutors who are recommended by faculty to support student learning.
3. We will run the numbers at the end of each marking period and adjust our program if there is an area/academic discipline that the data suggests is not well supported.

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

1. The curriculum for the program is developed collaboratively among the faculty for the program as well as the Smart Scholar's director. Each Smart Scholar receives a brochure about the summer program by April describing the curriculum for the program which highlights study practices in math and the humanities with a check on stress levels. The funding for the staff comes from a New York State grant.
2. Parents, students and faculty will receive a schedule indicating when every discipline will be offering tutoring
3. We have two primary individuals helping with data collection and presentation, a Systems Analyst & Manager paid for through a grant from Bard College and our Data Specialist, paid for through Fair Student Funding.

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).

- Provide a schedule with Learning Commons' hours, and the letters and emails used to announce new workshops to families.
- Provide the schedule for the hours of Learning Commons workshops and tutorials hours and post throughout the school, and distribute the information to families via email and distribution at parent teacher conferences.

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 | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

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.

BHSEC Queens will increase its outreach to at least five additional schools this year.

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.

To maintain the diverse culture that makes learning at BHSEC a deeply rich experience, we want to include a student population that is representative of the economic and ethnic diversity of the borough in which we are located. As we become better known and as demand for our particular early college model increases, the number of students who find out our school through top guidance counselors and those who are very familiar with the NYC public school system increases. If we are to maintain the diverse nature of our school we need to redouble our recruiting efforts for prospective students who do not have knowledge of BHSEC or access to support systems whereby they might gain that knowledge.

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. In addition to the recruiting we have done in the past at Smart Scholars Schools (ie those with >80% of students on free and reduced lunch or those with SINI or SURR designations), we would like to visit middle schools and community organizations in neighborhoods that have been identified by the Annenberg Foundations as having a low college readiness rating.

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

1. Our Director of Admissions and our Director of Smart Scholars program will spend 25% of their time implementing this goals. Our faculty will also be reading more admissions essay and interviewing more students. We are looking to increase the total number of students from last year by at least 20%. We also will assemble a team of student ambassadors with a strong interest in maintaining diversity on our campus. These students will participate in weekend retreats and training programs so that they are comfortable and knowledgeable when representing our school to prospective applicants.

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

1. The target population are middle school students in neighborhoods with low college readiness scores. We would like to demonstrate that our outreach efforts resulted in 1/3 of the students we assess and ultimately interview come from either the smart scholars schools or low-college-readiness neighborhoods.

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

1. We will begin the visits to the neighborhoods in the Spring of the students 7th grade year and continue to monitor the assessment data throughout the admission season.

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

1. We provide the salary for the Director of Admissions and the Director of Smart Scholars through a Bard College Grant. The faculty donate time for reading admissions essays and doing interviews through the Circular 6 program.

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).

We also invite our current parents to talk with prospective parents during our open houses and assessments and at the borough-wide and city-wide fairs. We also keep parents informed about the recruiting efforts and the admissions data at our School Leadership meetings and PTA meetings and in our notes home

Budget and Resource Alignment

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

| xN | Tax Levy | Title IA | Title IIA | Title III | Set Aside | x | Grants |
|----|----------|----------|-----------|-----------|-----------|---|--------|
|----|----------|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

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.

There is a special emphasis in our school to encourage students to become independent thinkers after two years, by the start of our college program. Our goal is to build a close-knit community of autonomous and rational students by encouraging more student involvement in extracurricular activities, school planning, and policymaking. Our Goal is to provide support and access so that students hold community council meetings monthly to discuss relevant topics and to provide support for a minimum of 15 student led clubs.

Comprehensive Needs Assessment

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

Students on our SLT indicated that in addition to the strong academic environment they would like to see community counsel and student government structure as well as consistently active extracurricular activities. Implementing these programs would positively affect academics, student life, and the development of the collegiate culture that is so important to us at Bard.

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. In the fall of 2013 all advisory groups will elect one representative member to the Community Council. The council meetings will be open to all faculty members, administration, and other members of the student body. It would be used as a forum for ideas from our Student Government to be heard and developed with input from all and . This would help to implement ideas that are generated in the Student Government. The Community Council will meet once per month. In addition, we would like to continue support for existing and emerging clubs and events at BHSEC Queens. Information about how to start clubs and information about clubs will be distributed via advisory and through posters outside of the student activities director's office. Club fairs advertising all clubs will be held at the beginning of each

semester.

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

1. All advisors will work with their group of 18-20 students to facilitate the elections and make room during advisory to hear back from the student representatives. A single faculty member will agree to be present at all Community council meetings as an observer/co-facilitator with the rotating student facilitators. To help facility the student activities and emerging clubs, we have a ½ time student activities coordinator.

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

1. Overall student satisfaction with the social environment at BHSEC Queens can be monitored monthly via the two student representative reports at the SLT meetings. In addition we will review the NYC school surveys to review level of satisfaction with the social environment at BHSEC Queens.

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

1. The advisory representatives will be voted for in September prior to the first Community Council meeting in October. Informaation about how to start a new club will be distributed via advisory and club fairs will be held at the start of each semester. Community Council, Student Government, and all clubs will run from October through June.

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

1. The advisory structure provides an opportunity to failicilitate conversations with the entire student body about

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).

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

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 | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

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.

N/A

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 |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| 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. repeated readings, interactive writings, 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 | <p>Faculty tutors and learning commons staff work with students to review drafts of papers, review rules of grammar, and work on developing a thesis as well as supporting a thesis with evidence from a text to create a linear argument. We also offer additional services (before school only) for students who are either ELL or former ELL students who benefit from working with our certified ELL instructor.</p> <p>We also have peer tutors available to aid students for reviewing drafts of their papers.</p> | <p>In the learning commons faculty tutors and staff provide either one-to-one tutoring or small group instruction.</p> <p>The peer tutors for the most part provide one-to-one instruction.</p> | <p>The faculty tutors are available before, during, and after school and that is advertised in the Learning Commons schedule.</p> <p>The peer tutors are available during and after school.</p> <p>The ELL support is available before school.</p> |
| Mathematics | <p>Faculty tutors and peer tutors go over individual questions, review key topics, and provide homework support for students in our Learning Commons. In addition we have purchased an online mathematics support course, ALEKS. This course identifies areas of strength and weaknesses and provides specific instruction and practice problems to meet the students' needs.</p> | <p>In the learning commons faculty tutors and staff provide either one-to-one tutoring or small group instruction.</p> <p>The peer tutors for the most part provide one-to-one instruction.</p> | <p>The faculty tutors are available before, during, and after school and that is advertised in the Learning Commons schedule.</p> <p>The peer tutors are available during and after school.</p> <p>The ALEKS course is something that can be done at home. Students with problems completing the first portion of the course during the summer after their 8th grade year, are enrolled in a course at BHSEC Queens. Participants in the ALEKS course are scheduled for an</p> |

| | | | |
|---|---|---|--|
| | | | extra class for 50 minutes/week during school hours. |
| Science | <p>Faculty tutors and peer tutors go over individual questions, review key topics, and provide homework support for students in our Learning Commons.</p> <p>In addition, for students who have failed the Living Environment Regents Examination we provide additional regents review sessions. The students are asked to complete practice problems and then review topics that were difficult for the students in after school sessions</p> | <p>In the learning commons faculty tutors and staff provide either one-to-one tutoring or small group instruction.</p> <p>The peer tutors for the most part provide one-to-one instruction.</p> | <p>The faculty tutors are available before, during, and after school and that is advertised in the Learning Commons schedule.</p> <p>The peer tutors are available during and after school.</p> <p>The regents support is scheduled for after school</p> |
| Social Studies | <p>Faculty tutors and peer tutors go over individual questions, review key topics, and provide homework support for students in our Learning Commons.</p> <p>In addition, for students who have failed the US History or Global Regents Examinations we provide additional regents review sessions. The students are asked to complete practice exams and then social studies faculty review topics that were difficult for the students in after school sessions.</p> | <p>In the learning commons faculty tutors and staff provide either one-to-one tutoring or small group instruction.</p> <p>The peer tutors for the most part provide one-to-one instruction.</p> | <p>The faculty tutors are available before, during, and after school and that is advertised in the Learning Commons schedule.</p> <p>The peer tutors are available during and after school.</p> <p>The regents support is scheduled for after school</p> |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>All students with IEP or 504s are integrated into our general education curriculum. We have no students who require ICP or Individual Instruction. For students with IEPs we train only the specific faculty members who have these students on how to access the information on the SESIS system so that they can review the accommodations needed. We provide laptops and allow notes to be taken on laptops if this is recommended by the IEP. If there are academic difficulties we do routine guidance screens to monitor the student progress across all classes and when appropriate set up additional parent</p> | <p>Dependent on the needs</p> | <p>Dependent on the needs</p> |

| | | | |
|--|------------------------------|--|--|
| | meetings to discuss support. | | |
|--|------------------------------|--|--|

**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 *TAS 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. | | | | |
| | School Wide Program (SWP) | | Targeted Assistance (TA) Schools | X |
| | | | | 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.

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

We advertise our positions in nationally recognized peer review journals and academic sites following the same protocol used to advertise at Bard College. The majority of our candidates have a Ph.D. in their field. We review resumes and publication histories, contact references, and ask all promising candidates to submit an anecdote describing an experience that has influenced him/her as a teacher as well as a lesson plan that would be appropriate for a ninth grade audience. We specifically ask for the ninth grade lesson plan because while having a Ph.D. is an indication of depth of knowledge in the field, it does not necessarily guarantee that one relates well to a 14 year old. We then choose the top candidates to come in and present their lesson plans to an audience of students and faculty. We ask the students for feedback, faculty and administrators meet both individually and in a group form with the candidate. The most well suited candidate is then selected for the position.

We provide funding and time for faculty to pursue their field of interest while they are faculty members at BHSEC Queens. All faculty here have a reduced teaching load compared with other NYC public schools, although the contact hours are greater than at a traditional college. We also have allotted \$12,000 annually to help fund the professional development of our faculty members.

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).

All faculty members receive training in the Bard College Institute for Writing and Thinking practices which are in line with the common cores and emphasize strategies that help students develop as learners in ways that are consistent with the goals of the Common Core. In addition all faculty and students do a week-long workshop for the first five days of school to help develop a culture in which these practices form the basis for We will discuss the timeline for rolling out the Common Core regents at our faculty meetings and professional development days. All departments are encouraged to consider the Common Core as they develop a Goals Assessment for the year.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our guidance counselors work with students to help determine needs and work with our budget director to allocate resource resources to meet all need. In addition our parent coordinator sends out messages to indicate funds are available. For example after hurricane Sandy, messages were sent out to all families to indicate we had funds to help.

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.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 24 | Borough Queens | School Number 299 |
| School Name Bard High School Early College Queens | | |

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 Valeri Thomson | Assistant Principal David Allen |
| Coach | Coach |
| ESL Teacher Irene Lam | Guidance Counselor Elizabeth Canty |
| Teacher/Subject Area Zachariah Pickard/ELA | Parent Jan Clarke |
| Teacher/Subject Area Theresa Mawn/Mathematics | Parent Coordinator Valerie Kaplan |
| Related Service Provider Viola Fredas | Other Adrienne Barr |
| Network Leader(Only if working with the LAP team) | Other Marina Woronzoff |

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 | 1 |
| 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 | 1 | 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) | 600 | Total number of ELLs | 0 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|----------|---|--------------|

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 <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 | | | | | | | | | | | | | | |
| SELECT ONE | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | | | | | | | | | | 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 | 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 | 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 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 | 0 | 0 | 0 | 0 |
| SELECT ONE | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | | | | | | | | | | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 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 | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| 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.
Our Admissions assessment in English is used to assess the literacy skills of all applicants to Bard High School Early College including our ELLs. Students are expected to read from a literary work and to respond to it in an essay that reflects their voice and understanding of the passage. Students, including ELLs, who pass this portion of the assessment demonstrate excellent writing skills. In addition, the math skills of all applicants are assessed in a 30 question exam. Students who pass both portion of the written exam are then invited to an oral interview. All students who are then admitted demonstrate their capacity to perform high level work to be successful at Bard.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In the past, data patterns across proficiency levels on the NYSESLAT and grades on state assessments reveal that our ELLs progress in their English proficiency and succeed in their academic subject areas. Currently, students who have taken the LAB-R exams have all attained proficiency levels and are, therefore, not entitled to ESL services.
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](#))
Our instructional program provides multiple opportunities for our students to develop their skills in listening and speaking. Because many of our courses, especially those in the humanities, are conducted in college seminar style, our ELLs have many occasions to listen to their peers and instructors and also to express their own ideas. Students are often encouraged to take a position on a topic and to argue this point in a coherent and logical manner. They do this through regular class discussions in multiple disciplines and through formal debates in their social studies classes. For the student who is on the Intermediate level, she receives the instructional benefits of her classes as well as the additional tutoring support offered by her individual teachers and the staff in the Learning Commons.
4. 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?Though given the opportunity to take exams in their native language, in recent years all of our ELL students have taken their exams in the English language and they have demonstrated that they are succeeding on the school and state assessments.
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
Guidance Counselors, the Dean of Studies and Principal review student progress and advise students in their course selections in our Early College Program.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Several measures indicate that our ELL students are doing well and thriving in our school program. Their passing rate on the state Regents exams and the grades on their report cards point to a successful learning experience at Bard High School Early College.

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](#).)

Potential ELLs are identified through the Home Language Survey. The Admissions Committee, comprising of the Director of Admissions, Olga Carmona, teachers, Principal Valeri Thomson, and Academic Advisor/Special Ed Liaison Adrienne Barr, is responsible for administering the HLIS and conducting oral interviews as part of the school's admission process. Ms. Carmona is a native Spanish speaker. If a student, enrolling in a NYC school for the first time, is found to have a home language other than English, Adrienne Barr is responsible for administering the LAB-R exam within ten days of enrollment. Within this time period, she contacts the students identified as LAB-R eligible and administers the Listening, Reading and Writing portions of the exam to all of them as a group. Then, she makes individual appointments to administer the Speaking section to each student. To annually evaluate our ELLs, Adrienne Barr administers the 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.
If the school enrolls any ELLs new to the country, the ESL teacher would hold a parent orientation where she would inform the parents/guardians of the three program choices: Free Standing, Transitional Bilingual and Dual Language. The assistant principal would inform parents/guardians about the parent orientation, through letters mailed home, the weekly newsletter disseminated by the Community Associate, Valerie Kaplan, and a message delivered to the parents/guardians' residence via the School Messenger system. Here is the way the process is supposed to work:

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

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](#)].)
The school would mail home the entitlement letters, the Parent Survey and Program selection forms to parents/guardians of ELLs. School staff, including Community Associate Kaplan and Academic Advisor Adrienne Barr, would follow up with telephone calls if parent/guardians did not return the forms within the prescribed time.
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.
As needed, we place identified ELLs in an ESL class offered by our own ESL certified teacher, Irene Lam. In the past, ELL students were serviced per parental choice.
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.
Every year, continued ELL status is determined by the administration if the NYSESLAT. To determine NYSESLAT eligibility, Adrienne Barr checks the RLER report in ATS. The NYSESLAT exam is administered by Adrienne Barr in consultation with our

ESL teacher Irene Lam and English teacher Marina Woronzoff. The exam is housed in a secure location until the testing dates and each component of the assessment is administered within the time frame, regulations, and guidelines set forth by the New York State Education Department. Testing modifications for each student eligible to take the NYSESLAT are reviewed and provided as required. For students who do not receive a proficient score in the NYSESLAT taken the previous Spring, parents/guardians are sent continued entitlement letters at the beginning of the school year.

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](#)
In order to align our offerings with parental choice, we have a certified ESL teacher on staff to provide mandated instructional minutes as necessary. In addition, we have specific writing support offered by our Learning Commons Tutoring Center provided by English Teacher Marina Woronzoff.

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])? All students, including ELLs, are placed in heterogeneous classes, except in Mathematics where high school students are placed according to mathematical skills and knowledge based upon an initial placement test when they first enroll in the school and upon assessments in the specific courses.

2. 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)?

When eligible, all ELLs are scheduled for mandated instructional time per proficiency level with our ESL teacher Irene Lam

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.

English is the language of instruction for all content areas at Bard High School Early College Queens. To make instruction comprehensible and to enrich language development, teachers employ a variety of strategies in their instruction and in their assignments. Seminar discussions, group work and lectures facilitate the development of speaking and listening skills. Daily homework assignments and long-term research projects aid in the development of reading and writing skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are given the opportunity to take the Regents in English or their native language, if available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Bard High School offers a challenging early college program to which students are admitted after a competitive selection process. All ELLs are placed in heterogeneous classes where differentiation of instruction in assignments and class work is provided to all students by the instructors.
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).

For Long-Term ELLs, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through “guidance screens” which solicit feedback from teachers about a student’s performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to Long-Term ELLs in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the Long-Term ELL students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

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?
Teachers of ELLs-SWDs employ a variety of strategies in teaching this subgroup as well. They utilize seminar discussion format, small and large group activities, small writing assignments and large writing projects among others. Grade appropriate and content rich text materials in each discipline are provided to these students to help them enhance their English language development as well as their knowledge in the content areas.

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?
Special Education Liaison Adrienne Barr reviews the IEPs and 504s of ELLs-SWDs to recommend faculty assignments and course placements to accommodate the special needs of this population. In addition, the guidance counselors track the academic

progress of any student in this subgroup who is struggling or who raises concern through “guidance screens” which solicit feedback from teachers about a student’s performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to ELL-SWDs in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the ELL-SWD students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school. All related services and accommodations are offered in compliance with IEPs/504s.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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.



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.
- The ELL students are additional support in ELA, math and other content areas in the English language by staff in the Learning Commons at our school. These students can also receive one-on-one assistance from their instructors. In addition to these voluntary tutoring sessions, ELLs are also expected to attend mandatory tutoring sessions with their teachers or an assigned peer tutor.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The progress of ELLs reaching proficiency on the NYSESLAT is monitored by the guidance counselors and the student support team. The guidance counselors, special education liaison, writing tutor and assistant principal also inform teachers of ELLs reaching proficiency about the requirement of providing modifications for exams for two years subsequent to reaching the proficiency level.
11. What new programs or improvements will be considered for the upcoming school year?
- The school will continue to research and purchase instructional materials that would aid ELL students and the instructors of the ELL students.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are fully integrated into the school programs, thereby having equal access to all of them. ELL students may take advantage of all tutoring programs offered to all students in the Learning Commons during and after the school day. In addition, ELLs have equal access to computers and online resources in the school library, Computer Lab and classrooms.
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 used to support ELLs include bi-lingual dictionaries and some textbooks that are at a lower reading level. There are also graphic novels of famous works (e.g. Darwin's "Origin of the Species") that aid those ELL students who have a visual learning style. In addition, the Library Director, Jessica deCourcy Hinds, selects databases with a translation feature.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- There are dictionaries and reading materials in the native languages of ELLs in the school's library. The Library Director continuously seeks to expand its collection of native language reading materials. For example, she has purchased Korean language books to include in the collection. Dual language books in our library collection include works in Spanish, Chinese, Polish and Arabic. If it were necessary, a buddy system would also be created whereby students speaking the same native language as the ELLs would provide additional support to their ELL classmates.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The school attempts to provide instruction that meets ELLs' grade level and age. Because Bard High School is an early college, it provides instruction and materials that are appropriate for highly motivated high school students which includes our ELL population.
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.
- The guidance counselors meet with newly enrolled ELLs in order to review each student's program of study. They work with teachers to adjust expectations and assignments where appropriate. They also pair students with Peer Mentors when needed. Before the start of the school year, incoming students, including ELLs, participate in a three-day orientation program.
18. What language electives are offered to ELLs?
- ELLs have the opportunity to enroll in any of the schools' language electives: Spanish, Latin and Mandarin Chinese.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

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.

The ESL teacher attends conferences and workshops related to ELL pedagogy. All teachers are encouraged to participate in ESL professional development workshops offered by the Department of Education. The school administration will continue to seek the support of the CFN on ELL related matters.

To assist ELLs in their transition from middle to high school, all teachers learn about the demographics of our school population. They are informed about the needs of the individual ELL students and collaborate with the guidance counselors in making modifications to students' course of study when necessary. Teachers are also informed about test modifications for ELL students.

When needed, the Foreign Language department will be asked to deliver professional development on strategies for teaching ELLs at faculty/staff meetings during the year. Topics will include differentiation of instruction and use of graphic organizers. To supplement this professional development, teachers are encouraged to attend workshops on ESL offered by the Department of Education.

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?

Parents are involved in our school through different venues. Parents, including parents/guardians of ELLs, are members of the PTA and serve on the School Leadership Team. On a more informal basis, they participate in after-school functions such as “International Night” where they share foods and artifacts representative of their culture and nationality. Parents also volunteer to assist in the library and as guest speakers.

The school has developed a partnership with the American Symphony Orchestra, which has offered the talents and knowledge of its musicians in providing individualized instruction to our students. All students, including ELLs, benefit from this association in which music is a universal language. The Parent Coordinator is also reaching out to Queens organizations such as the Queens YMCA, which may be able to provide services to parents of ELLs as well as to all other parents.

The needs of parents are evaluated based upon surveys distributed by the Executive Board of the PTA and our Community Associate, Valerie Kaplan. In addition, some parents take the initiative to contact the Community Associate and administrators about their concerns and needs; the latter assess the nature and extent of concerns and follow up with the appropriate actions. All parental concerns are addressed in a timely manner.

PTA programs, many created in collaboration with the Community Associate, Valerie Kaplan, are designed based upon the needs of the parents, including the parents/guardians of ELLs. For example, ARIS training for parents is conducted on an annual basis to address the needs of parents for information about their children’s academic performance and progress. The assistant principal has annually presented an overview about the Regents exams in response to parents’ concerns about the state assessments. Guidance counselors have also presented workshops on specific guidance topics and the College Transfer Director, Elena Yesner, presents information on the college application/transfer process and on financial aid resources.

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) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q299 School Name: Bard High School Early College Quee

Cluster: 1 Network: 107

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

Part A: Needs Assessment Findings

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

During the Bard High School Spring Orientation, all incoming parents/guardians are required to indicate preferred home language (for oral and written communications) by submitting the following documents: a) Emergency Blue Cards, b) Home Language Survey and c) Preferred Language form. Home Language data is inputted into ATS and appropriate reports (such as RAPL) are used to determine translation/interpretation needs.

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

Of the 40 languages spoken in the homes of our students, English, Polish, Bengali, Spanish and Mandarin are the largest subgroups. The major findings of our school are reported to the School Leadership Team each year by Principal Valeri Thomson. These findings are documented in the SLT minutes and shared via email with all faculty. A hard copy of these minutes is on file at the school. The PTA learns of these findings at a monthly meeting where the SLT recap takes place.

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.

Currently, we provide our school's profile (and all written documents for Admissions) in three languages: English, Spanish and Chinese. Additionally, we distribute lunch applications, DOE brochures and required student forms (that are delivered and/or downloaded) in a parent's preferred language. When applicable, we use the DOE's Translation Unit to translate Parent Notices that are sent home.

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.

We use a combination of resources (approved DOE vendors and in-house faculty/parent volunteers) to meet parent's oral communication needs. In the beginning of the school year, the Community Associate provides all faculty and staff with a listing of internal faculty names and the languages they speak. Faculty are also provided with instructions for using the DOE Translation Unit when contacting parents. We use DOE contractors for school wide Parent Teacher Conferences and faculty/parent volunteers for daily communications and PTA events. This year we will have 4 DOE Interpreters on site for Parent Teacher Conferences.

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 school posts all DOE provided signs stating the availability of interpretation/translation services by the school's main entrance, the safety desk and inside the main office. The staff and safety agents who have desks in these areas also have cards with the DOE's Translation Unit information as well as access to the in-house list of possible interpreters. Parents/families are encouraged to ask for assistance in their preferred language and staff are informed by the Community Associate and Administrators of the requirements to provide these services to all families. The Community Associate attends the annual formal training and reports back with any updates on these regulations.