

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BARD HIGH SCHOOL EARLY COLLEGE  
**DBN (i.e. 01M001):** 01M696  
**Principal:** DR. MICHAEL LERNER  
**Principal Email:** [MLERNER3@SCHOOLS.NYC.GOV](mailto:MLERNER3@SCHOOLS.NYC.GOV)  
**Superintendent:** MS. MARISOL BRADBURY  
**Network Leader:** MS. 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
Michael Lerner	*Principal or Designee	
Denice Gamper	*UFT Chapter Leader or Designee	
Kit Kennedy	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Noa Street Sachs Max R. Neuman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Martha Olson (BARD)	CBO Representative, if applicable	
Stephen Chaterpaul	Member/ Teacher	
Jim Devor	Member/ Parent	
Meghann Walk	Member/ Teacher	
Coralie Hook	Member/ Parent	
Gabe Rosenberg	Member/ Teacher	
Judy Levine	Member/ Parent	
Natalie Green Giles	Member/ Parent	
David Clark	Member/ Teacher	
Gabriel Hoshino	Member/ Student	
Cade Aguda	Member/ Student	
	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 that: 100% of 9<sup>th</sup> and 10<sup>th</sup> grade core academic classes will be no larger than 20 students. The school will allocate our budget and resources to reduce class size, especially in the 9<sup>th</sup> and 10<sup>th</sup> grade and in the college seminar sequence. Sections of college seminar classes will also be no larger than 20 students. Individual teacher loads in the humanities and math will not exceed 80 students, and 72 students in the sciences. The desired outcome is to leverage smaller class sizes to increase student retention and performance through individualized support and feedback.

### **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.

The rigors of an early college program are best served by providing instruction in a small class setting.

### **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. We want to ensure students with the highest needs are getting close attention..

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

1. Deans, programmers, guidance counselors.

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

1. We will monitor class size and student achievement each semester.

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

1. Implementation will be at the beginning of each semester.

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

1. This requires careful allocation of staff and careful scheduling.

### **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).

Small class sizes also facilitate greater parent-teacher communication to support student achievement.

### **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.

Our 2014-15 budget prioritizes academic staffing to support this goal. *We will address this priority through FSF / tax levy funds, with additional resources from Bard College for additional staffing.*

## 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.

Our goal is "this year's cohort attrition level will less than 10% and we will have a 100% graduation rate for all remaining students." We will work to improve the achievement of struggling students at BHSEC by allocating resources to strengthen the skills and supports required to succeed in a rigorous early college program. We will define struggling students as those who fail to earn 10 core academic credits in 9<sup>th</sup> and 10<sup>th</sup> grade, those with GPAs below a 2.0, and those at risk of not graduating with their entering cohort. Once indentified, we will tailor interventions to support these students in the form of one-on-one counseling, writing, support; faculty and peer tutoring, and other academic support.

### **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.

Our data shows 9<sup>th</sup> and 10<sup>th</sup> grade credit accumulation to be the school's greatest challenge. Every year, we see a cohort of students who enter our program and struggle to succeed. Up to 15% of each cohort of students may end up leaving the program by the end of the first two years.

### **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. The main strategy is to line up interventions to support students at risk.

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

1. Teaching staff, learning specialist, guidance counselors.

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

1. We will review credit accumulation and the effectiveness of interventions each mentoring period.

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

1. Ongoing, with review at end of each semester.

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

1. Scheduling tutoring and support activities.

### **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 reach out to parents to help support academic interventions for more students.

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

To support this goal, we will allocate funds and staffing in our 2014-15 budget for student support, tutoring, professional development, and guidance and academic interventions. *We will address this priority through FSF / tax levy funds, with additional resources from Bard College for additional staffing. PTA funds will also be allocated for student support.*

### 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.
Our goal is that 100% of students will have exposure to STEM classes, beyond the basic requirements for graduation. The school will allocate resources to increase student engagement and performance in STEM fields at all levels as key components of college readiness. We will staff math and science courses sufficiently to reduce class sizes and offer individual support. Other elements of the goal include structuring supports for students such as tutoring and recitation sections and professional development specific to STEM fields. In order to engage more students in all disciplines of Math and Science and encourage them to persist in STEM classes beyond the core requirements.
Measures of success will include:
<ul style="list-style-type: none"> <li>• Pass rates and test scores on the NYS Chemistry Regents exam</li> <li>• performance on PSAT, SAT, ACT, and SAT II subject tests</li> <li>• pass rates and grade distribution in BHSEC STEM classes</li> <li>• numbers of students enrolled in advanced STEM classes beyond requirements; increased science and math offerings, including computer science</li> <li>• designing new assessments designed to measure success in BHSEC STEM courses</li> </ul>

#### **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 have observed in the past that students may struggle with math courses and science Regents exams more than in other subject areas.

#### **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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Additional staffing, and tutoring and preparedness for regents exams.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Science and Math faculty, learning specialists.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. We are to review the targets including pass rates and test scores for math and science courses. Regents exams, and improved performance on PSAT, SAT, ACT, SAT II subject tests each year.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Ongoing in Math and Science, additional preparation for regents exams.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
Scheduling for recitations and review sessions.

#### **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 reach out to parents.

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
<p><i>We will address this priority through FSF / tax levy funds, with additional resources from Bard College. Through Bard College, we have a NYS grant dedicated to supporting staffing in our STEM program.</i></p>											

## 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.
Our goal is that 100% of students will participate in a verbal presentation or defense during the 2014-2015 school year. We will work to systematically integrate into our curricula strategies for cultivating verbal literacy, understood as the ability to verbalize ideas before others in a clear, concise and engaging manner. We aim to prepare every student to feel confident in the give and take of the seminar setting, engaging in spontaneous responses, discussions and debates that cultivate our ability to think on our feet, express our ideas, and risk articulating our convictions. Measures of success for this goal will have to be designed, but would include assessments of verbal presentations by students; as well as gauging levels of student participation in public speaking, theater, debate, and other performative courses and activities.

### 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.
This need was generated by an SLT discussion about the need to improve verbal literacy among students.

### 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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1. We will work with faculty to design strategies appropriate for promoting verbal literacy at each level and across disciplines; to facilitate cohort-wide interaction between individual classes and across subjects; and organizing additional high school and college program wide Symposia and similar forums.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1. Faculty, Professional Development resources.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Annual targets steadily increased opportunities for students to demonstrate verbal literacy.
<b>4. Timeline for implementation and completion including start and end dates</b>
1. Ongoing to be reviewed annually.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Symposium day and related forums.

### 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).
N/A

### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
<i>We will address this priority through FSF / tax levy funds, with additional resources from Bard College to support writing instruction and professional development. The Bard College Institute for Writing and Thinking will be our partner in this work.</i>											

## 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.
Our goal is that 100% of teachers will participate in professional learning that supports them in addressing needs of students in an early college setting, specifically in the areas of 1) instruction; 2) culture; and 3) skills. In the area of instruction, we will support faculty in developing curricula that give students the preparation and foundations for college work (9/10 <sup>th</sup> grade) and authentic college level challenges and opportunities in Year 1 and 2 of the college program. In the area of culture, we seek to foster a distinctive early college culture in the form of academic experiences and expectations that prepare students for the transition to a four-year college (i.e. student voice in school affairs and policies; interactions with faculty; visiting speakers and instructors, outside learning experiences, independent studies). In the area of skills, we will seek to support students in developing practices critical to success in college such as peer-to-peer tutoring, academic writing, critical thinking skills, and hands-on problem solving. Measures of success in each of these areas will differ. We will seek measurable goals in the areas of college readiness by NYCDOE standards, engagement as indicated in the Learning Environment survey, graduation rates, and college preference and BA completion rates.

### **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.
This need was identified through our SLT with the intention of strengthening Early College experience.

### **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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1. We want to develop PD suited to the needs of an Early College faculty.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1. Faculty, outside PD opportunities.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Increasing the quantity and quality of Early college experience for our students.
<b>4. Timeline for implementation and completion including start and end dates</b>
1. Ongoing.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Faculty will help design and implement PD programs with an Early College focus.

### **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).
N/A

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
We will address this priority through FSF / tax levy funds, with additional resources from Bard College for additional staffing.											

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Vocabulary building guided reading and connections to text.	One-to-one tutoring with instructor, one to - one tutoring with learning specialist small group instructor	Before school, during office hours, during the school day and after school
<b>Mathematics</b>	Vocabulary building, use of graphic organizer and process charts	One-to-one tutoring with instructor, one to one tutoring with learning specialist small group instructor	Before school, during office hours, during the school day and after school
<b>Science</b>	Vocabulary building use of graphic organizes and process charts	One-to-one tutoring with instructor, one to one tutoring with learning specialist small group instructor	Before school, during office hours, during the school day and after school
<b>Social Studies</b>	Vocabulary building guided reading and connections to text	One-to-one tutoring with instructor, one to one tutoring with learning specialist, regents prep, class small group instruction.	Before school, during office hours, during the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Social-emotional support	One on one and small counseling	By appointment, as needed or recommended

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**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.

**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).

**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.).

**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).

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## **Parent Involvement Policy (PIP)**

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.

Our school, Bard High School Early College, 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 1<sup>st</sup> 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>696</b>
School Name <b>Bard High School Early College</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Michael Lerner</b>	Assistant Principal <b>Camille Sawick</b>
Coach <b>none</b>	Coach <b>none</b>
ESL Teacher <b>none</b>	Guidance Counselor <b>Anna Azeglio</b>
Teacher/Subject Area <b>none</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>none</b>	Parent Coordinator <b>Carol Turitz</b>
Related Service Provider <b>none</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>Nancy Scala</b>	Other <b>N/A</b>

### 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.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>579</b>	Total number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	0	0	0
Urdu										0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	
Urdu	0	0	0	0	0	0	0	0	0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## 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	0	0	0	0
Intermediate(I)										0	0	0	0	0
Advanced (A)										0	0	0	0	0
Total	<b>0</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math 0	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other 0	0	0	0	0	
Other 0	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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

**After reviewing and analyzing the assessment data, answer the following:**

- 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.  
After reviewing the data in the LAP worksheet and knowledge of previous ELL's, who have all scored at the advanced proficiency level, ongoing daily class room assessment seems to be the most beneficial assessment tool for BSHEC students. Since BSHEC ELL population is so small and often non-existent individualized attention works best. BSHEC does not use nor does BSHEC school

philosophy of writing and thinking allows the school to use prescribed materials and assessment tools to assess literacy. Instead engaging in daily active writing methods literacy improves. Standardized exams and prescribed literacy assessment tools do not fit into the philosophy of the school. Primarily BSHEC provide one-to-one tutoring with a pedagogue to address literacy skills. This teacher interacts with the students' teachers to help provide the appropriate services and support for class work and home work assignments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Traditionally BSHEC ELL's do well in the speaking and listening sections of the test and not as well in the reading and writing sections of the LAB-R and NYSESLAT. BSHEC will continue to encourage all teachers to attend ESL workshops and strive to meet the ESL minimum standard for professional development.
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 [AMAQ tool](#))  
There are no ELL at this time attending BSHEC.
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?

a. In the past all of BSHEC ELL's were able to pass their regents exams and graduate with a high school diploma. That is BSHEC's goal and hope to continue this successful tradition.

b. BSHEC does not administer ELL Periodic Assessments.

c. See #b above.
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](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
During programming we try to pair students with other students who speak the same language so they can help guide, interpret for the ELL student during class instruction. Also there are many adults at BHSEC who speak the targeted languages who can help students with limited English skills.
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?

BSHEC does not have a dual language program so this is not applicable. Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Since we do not currently have any ELL students and no ELL program, any evaluation is not possible at this time.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Every student is administered the HLIS in May, most students entering Bard High School Early College (BHSEC) come from private schools and are new to the NYC Public School system. HLIS is also administered to students who are new to the country as well as the system. After an interview with the parent and the student it is decided whether or not a student is SIFE or eligible for to take the LAB-R. Under the guidance of the Assistant Principal of Organization, a community associate familiar with LAB/BESIS rules and

regulations reviews all HLIS forms. The Lab-R is administered by a trained teacher or the Assistant Principal within the first 10 days a student is admitted to our school. The NYSELAT is administered every year during the spring term to all students who meet eligibility requirements.

2. 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.  
The structures that BSEC has in place are: an entitlement letter, Parent Survey and Program Selection form is sent home to the parents via postal service. These letters while self-explanatory begin the dialogue between parent and school about mandated ESL services and invite the parent into school for a meeting to ensure they understand the program choices and reasons for inclusion in the program. The meeting is attended by the principal, assistant principal, parent, student and interpreter, if necessary, to explain the three programs in greater detail. Parents are also invited to see a video which explains their rights and the programs. The meeting is held within 10 days that eligibility is determined. This procedure is followed at the beginning of the term and on an as needed basis.
3. 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 [\[see tool kit\]](#).)  
BSHEC follows up with a phone call to the parent making sure that the appropriate forms have been returned. However, at present time there are no ELL students registered at our school.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Due to the special admission requirements for all students who enter BSHEC's screened program, we do not have a bilingual or ESL instructional program at BHSEC. All BSHEC students must be on grade level in writing and math in order to enter the program so they can be prepared for college in two years. Once a student is identified as requiring ELL services, BSHEC sets up a meeting with the teachers who will come in contact with ELL students. Administration will explain the particular needs of each student. BSHEC will then set up a program that is tailored to the unique needs of each student. This is communicated to the parent at the time of the initial planning meeting.
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.  
Most students who are administered the Lab-R exam test do not require ELL services. However, if a student is eligible to take the NYSESLAT exam in the spring, we closely monitor BESIS on ATS and are prepared to test eligible students. The student(s) is administered the test at a mutually agreed upon time and we carefully follow the guidelines and time frame established by the NYS SED. Upon completion the exam results are then forwarded to the local ELL office. The number of students requiring NYSESLAT testing is so small that administering the exam is handled by the Assistant Principal of Administration personally each 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.   
Since the number of students eligible for ELL services varies each year and is often none we cannot analyze trends in program choices. Since our school is an accelerated high school program with a two year college program for the last two years of traditional high school we have only offered a free standing ESL program. Given the nature and mission of our school I do not anticipate having a need for any other kind of ESL program.

## 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])?
  - a. When necessary BSHEC offers a modified Pull-Out Free-Standing ESL program. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. BSHEC also schedule students for an English class which meets four times a week for 50 minute periods. Each week there is a total of 350 minutes of English/ESL instruction. BSHEC does not have plans to move to a push-in model at this time, BSHEC prefers to keep the student in their classes with their content area teacher and not interfere with class instruction. The students are not being pull-out of any classes and therefore not losing instructional time.
    - b. All of BSHEC classes are heterogeneously grouped.
2. 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)?

Through professional development BSHEC intends to have our entire teaching staff move towards becoming proficient in ESL instruction and deliver it through classroom instruction by using a variety of teaching methodologies such as differentiated instruction, vocabulary development, dual language dictionaries and direct instruction of study skills. All classes are heterogeneously grouped in both the high school and college program.

    - a. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. BSHEC schedules students for an English class which meets four times a week for 50 minute periods. Each week there is a total of 350 minutes of English/ESL instruction. Paste response to questions here:
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content is delivered in English in all content areas. Additional time on exams and quizzes is offered in all classes to ELL students. As stated above differentiated instruction is used in the delivery of instruction so students can grasp the concepts and complex ideas being discussed in class. The use of a paraprofessional has been offered to help with organizational skills, vocabulary development, reading comprehension and writing. Consistent and routine classroom practices are encouraged with all teachers as well as a syllabus distributed at the beginning of each term which states among other things a course description, materials used, a list of dates for exams, projects and their value in determining midterm and final grades. Vocabulary development, the use of a dual language dictionary, relating material/text to the student's background knowledge, graphic organizers, scaffolding and one-on-one tutoring are strongly promoted. Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The results of the NYSESLAT are assessed for strengths and weaknesses. The students' weaknesses are addressed in the classroom using appropriate pedagogical methodologies. These methodologies are discussed at faculty meetings and on Professional Development days where best practices are shared. These best practices usually center on instruction for students at various levels of mastery. Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through on-going professional development throughout the year our teaching staff infuses writing, listening, reading and writing modalities into every class daily.

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).

a. For the reasons indicated above, our program is not appropriate; BSHEC do not admit nor attract SIFE students. But if BSHEC had students in this category the instructional program would follow the model indicated above. Currently BSHEC does not have SIFE students at the present time.

b. For the reasons indicated above, BSHEC's program is not appropriate for ELL students who do not have a very strong command of the English language or who are newcomers to the U.S. But if BSHEC had students in this category the instructional program would follow the model indicated above.

c. For the reasons indicated above, BSHEC's program is not appropriate for ELLs receiving services for 4 to 6 years. If they do not have a strong command of the English language in writing, speaking, listening and reading they will not be successful in BSHEC's college program and would be encouraged to continue their education in a more appropriate setting. We would be doing them a disservice to keep them at our school. But if we had students in this category our instructional program would follow the model indicated above. Currently we do not have ELL's receiving services for 4 to 6 years.

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

e. We do not have any former ELLs in years 1 and 2 after testing proficient.

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?

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

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?

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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

0	0		0	0
0	0		0	0
0	0		0	0

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

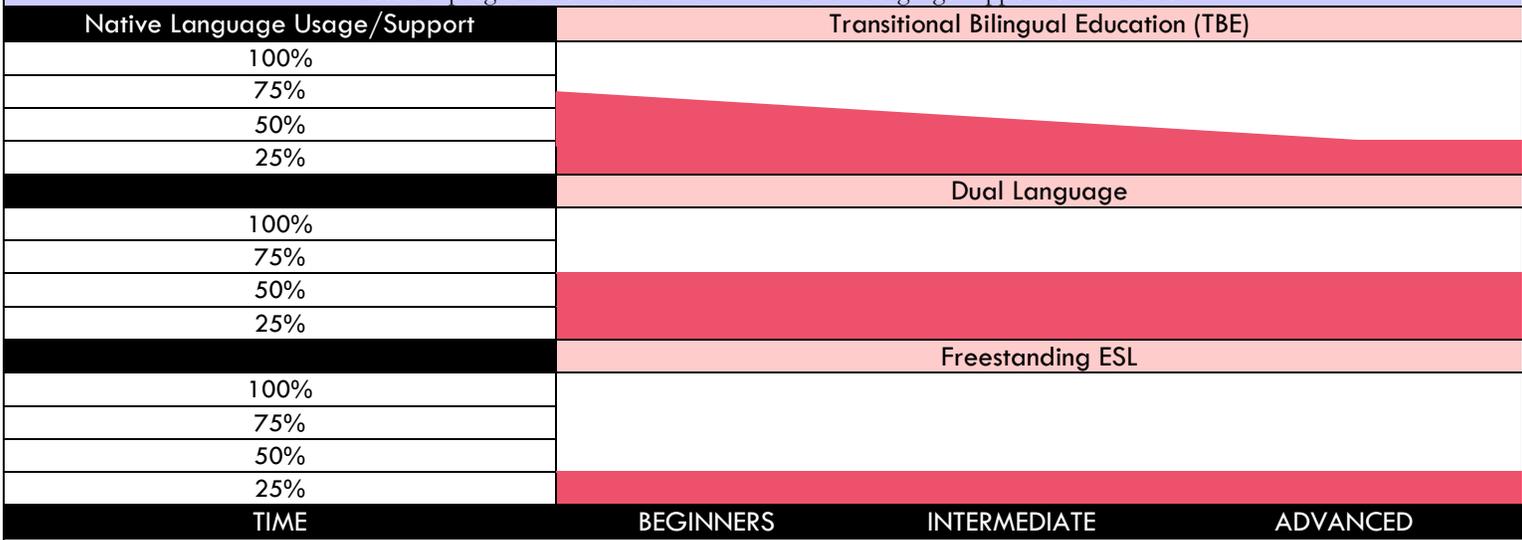
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.  
At present time BSHEC does not have ELLs enrolled in the school. However, with class sizes at 20, the teacher can monitor the students progress and anticipate and address student needs. BSHEC has a plethora of resources available to adapt to the needs of the ELL student in all content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We currently do not have an ELL population at BHSEC nor do we have a program to evaluate.
11. What new programs or improvements will be considered for the upcoming school year?  
None. BSHEC feel the current program works well and addresses the needs of the ELL population. Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?  
None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL's are given an appropriate schedule for their grade which includes English, math, science, social studies, physical education, foreign language and art classes. They are also programmed for advisory class which meets once a week. All school events, programs, clubs and team meetings are announced in advisory and are open to all students. Posters line the walls and cork boards of our school and there are teachers available to interpret for the ELL's during school hours. Besides their guidance counselor ELL's have their advisor as an advocate and resource.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
. ELL's use the same materials as other students in their class. If necessary BSHEC can provide textbooks in the students native language if they are available. Also there are teachers available to interpret for othe ELL's during school hours. Teachers are encouraged to explain concepts and vocabulary to the ELL's or encourage them to use dictionaries in English and their native language whenever possible. BSHEC has a computer lab available for students to use from 9:00am - 6:00pm. They are welcome to use the computer lab whenever they have a free period for homework/class work assistance. Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
BSHEC has moved towards 50 minutes of instruction twice a week for Native Language Arts instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
We make every effort to provide the services required of ELL students if they test below the proficiency level. Our classroom resources and materials correspond to high school and college grade levels and are adapted by teachers as needed.
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.  
We invite all list notice students and newly arrived students to our Summer Bridge Program. This is a one week orientation program designed to give students an understanding of how our school is organized, the support services we offer, the class structure and school requirements and a tour of our community-the Lower East Side.
18. What language electives are offered to ELLs?  
We offer college level classes in Spanish and 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)?
- We do not have a Dual Language program at this time.

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

### 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?
  1. BSHEC parent involvement and outreach is extensive and ongoing. The school has a number of ways to maintain parent involvement. Before a student can be admitted to BSHEC there is an admissions test and interview conducted. Usually at the time of testing, parents are present and usually have a conversation with the admissions director or principal. Before a student is admitted, the parents are well-informed about the school, its requirements and rigor. Once a student is admitted to BSHEC there is extensive outreach by the PTA and the Parent Coordinator. The parents are informed about what is going on at the school and are invited to attend, call or email their requests and concerns. BSHEC has monthly PTA meetings, a list serve where parents can receive emails from the school, a weekly parent newsletter from the principal, numerous snail mailings, and a web-based School Messenger service which automatically translates all of our messages into the parent's home language. BSHEC also has a website which is periodically updated with upcoming events, an on line event calendar and a phone number they can access when they call the school which lists upcoming events and activities.

BSHEC also survey parents periodically throughout the year to get their feedback on a variety of topics. BSHEC has an active SLT which is open to all interested parents.

The Parent Coordinator is actively involved in all parent activities including but not limited to Open School Week and Parent Teacher Conferences. The Parent Coordinator is a member of many school committees including the BRT and Health and Safety committee.

Most of the materials BSHEC disseminate to parents is translated into Chinese and Spanish including but not limited to our school profile, a fact sheet about our school, lunch applications and transportation pamphlets. During parent teacher conferences we provide translators in Urdu, Chinese and Spanish. We have employees in our school who speak Urdu, Chinese and Spanish and can translate for a parent during guidance meetings and Open Houses.
  2. No, at present BSHEC is not working with an outside organization to provide workshops or services to ELL parents.
  3. BSHEC has a series of progress meetings with ELL students, parents, teachers, guidance counselor, LAB/BESIS coordinator, principal and interpreter if needed to discuss the parent's concerns and present information about the student's progress. These meetings occur about every two months. During the meeting staff will design a program specifically tailored to meet the needs of the student.
  4. See #1 above.

### **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: 01M696 School Name: Bard High School Early College

Cluster: N/A 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**

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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.

Several times a year we run a RHLA report to see what languages parents speak at home and based on this report we provide needed translation services during Parent Teacher Conferences. Also our school is so small that our Parent Coordinator can easily keep track of the services parents require and which we are happy to provide. Our data indicates that 75% of our student households speak English at home, 8% speak Spanish and 3% speak Bengali. These are our top 3 home languages. Our admission documents are translated into English and Chinese by our Foreign Language teachers and then sent to an agency to review before the documents are printed. These documents are distributed to parents at high school and regional fairs and at our open houses. These documents include but are not limited to newspaper articles, the school profile, pamphlets and brochures. We feel that it is crucial to have these important documents on hand in several languages to continue to attract a diverse student population to our school. In addition we routinely hire, through The Big Word Company, several interpreters for Parent teacher Conferences to help parents who need translation services. Also we have purchased School Messenger, a software program, that translates all phone messages into the home language as indicated in ATS.

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.

It is the primary responsibility of the Parent Coordinator to gather the information on all parent needs, language physical or otherwise. She is extremely competent in gathering and distributing information to the entire staff especially the administrative staff so that we can provide the required services for our parent body. She is a very strong advocate for the parents and little goes unnoticed or unattended to by her.

## Part B: Strategies and Activities

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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.

Please see 1 in Part A above.

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.

Through our most recent experience, we rarely if ever need oral translation services. Most of the translators we hire are not needed but are provided by the school "just in case." We are happy to provide the service and will continue to do so through The Big Word Company.

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>.

Every Friday, our principal sends out a Principal's Weekly to all parents via email and informs parents about upcoming events and past accomplishments as well. In this way parents are informed that translation and interpretation services are available. Parents may request an interpreter with our Parent Coordinator at any time. Both of our guidance counselors speak Spanish fluently so they can provide their own translation services for the meetings they have with parents. The next largest home language is Bengali and we have a paraprofessional who can interpret when necessary. We also offer Chinese and Spanish as foreign languages in our school and these teachers are always willing to interpret if need be.