

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **13K595**

School Name: **BEDFORD ACADEMY HIGH SCHOOL**

Principal: **CLUNY LAVACHE**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bedford Academy High School School Number (DBN): 13K595
Grades Served: 9-12
School Address: 1119 Bedford Academy High School
718 398-3061 Phone Number: Fax: 718 636-3819
School Contact Person: Adofo A. Muhammad Email Address: Amuhammed@schools.nyc.gov
Principal: Adofo A. Muhammad
Steve Burrell\Nydia Garry
UFT Chapter Leader: Ms. Mensah
Parents' Association President: Steve Burrell
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Pending
Tyler Babb
Student Representative(s): Harielle Pierre-Louis

District Information

District: 13 Superintendent: Ms. Karen Watts
1396 Broadway Brooklyn, NY 11221
Superintendent's Office Address: KWatts@schools.nyc.gov
Superintendent's Email Address: 718-455-4635
Phone Number: Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
131 Livingston Street Brooklyn NY 11201 Rm 501
Director's Office Address: _____

Bfitzge2@schools.nyc.gov

Director's Email Address:

718-935-3954

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Adofo A. Muhammad	*Principal or Designee	
Nyvia Garry	*UFT Chapter Leader or Designee	
Ms. Mensah	*PA/PTA President or Designated Co-President	
Ms. Tate-McMullen	DC 37 Representative (staff), if applicable	
Pending	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Harielle Pierre-Louis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tyler Babb	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N\A	CBO Representative, if applicable	
Mr. Micheal Bell	Member/	
Ms. Lateefa Shabazz	Member/	
Ms. Stacy Borden	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Michelle Bell	Member/	
Mr. Burrell	Member/	
Ms. Suite	Member/	
Mr. Terry	Member/	
Mr. Sheriff	Member/	
Pending	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Bedford Academy High School is a unique school in regards to its population demographics, size of its institution and its unorthodox methodology of instructional sequences. Our school community has high expectations for all students and staff. We believe that all students can learn and should be given the opportunity to do so. Teachers plan instruction that takes into account the specific learning needs of each student and asks students to provide ideas on how best to plan for their individual learning. They stimulate deep levels of thinking and questioning in students through the use of our common core materials which contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning. Also, they utilize Danielson's Competencies, 3b and 3c, Webb's Depth of Knowledge and Hess's Cognitive Rigor Matrix to provide lessons that are cognitively engaging learning activities. Professional development workshops include teachers assessing instructional components from administrative staff that teach and align their reflections with Danielson's framework. Furthermore, teachers also reflect on their own practice related to questioning techniques, individual learning styles and the rigor of the curriculum being taught. is designed to create and sustain students' ability to develop self-determination, strive for educational achievement, while simultaneously developing the leadership skill-set that will propel them into socioeconomic success by gaining specific skill sets in STEM.

Our philosophy is based in part on intellectual inquiry and the Socratic methodology of stimulating the desire to examine internal beliefs and views. This academy proposes that through inquiry, and the development of a new leadership paradigm in youth, that will produce the leaders of tomorrow and they will possess an awareness of the moral and ethical responsibilities of leadership and scholarship through a focus on Science, Technology, Engineering and Mathematics. We will develop five majors that will help to build our leadership model: Pre-Engineering (NYU/Polytechnic University), Pre-Med (York College), Pre-Law (U.S. Attorney's Office/Medgar Evers College), Pre-Education (York College) and Liberal Arts (Medgar Evers College). According to Alan M. Blankstein's Failure is Not an Option leaders must possess what is known as a Courageous Leadership Imperative (CLI). The aforementioned is defined as acting in accordance with one's own values, beliefs, and mission – even in the face of fear, potential losses, and failures. Leadership is a skill-set that will assist with improving pupil performance levels on state assessments, heighten graduation rates, and increase the numbers of scholars attending college/universities on three levels: City, State and private institutions. This year Bedford Academy will fulfill three basic leadership themes, which will be developed in grades 9 through 12, in addition to our College readiness program:

- (1) Self to Family-Grade 9
- (2) Self to Community-Grade 10
- (3) Self to World-Grade 11
- (4) College Readiness and Preparation-Grade 12

Our focus this year will be to provide additional services to both our general education and special needs scholars through promoting healthy lifestyles, providing mental health assistance, a new schedule that is predicated on double blocking of all major curriculum areas and building academic service programs inside of the day more than ever before .

Bedford Academy through the implementation of rigorous instructional methodologies and the incorporation of the Common Core Learning Standards, the Integrated Algebra course was taught in the first and second semester using a

double block methodology, once the scholars complete the course, the scholars will venture into Algebra II/Trigonometry or Geometry.

There is a perpetual initiative to offer college level courses to ninth graders which will prepare them for upper level college courses. All in-coming freshmen were expected to take four Regents examinations at the end of their first academic school year. The exams are as follows: U.S. History, Living Environment, English and Integrated Algebra. Therefore, the designs of the curriculum are rigorous. Upon the completion of the Integrated Algebra exam which was provided in June of this current school year, scholars will either move into Geometry or Algebra II/Trigonometry. Students who demonstrated a comprehensive acumen for writing during the Summer Bridge Academy and during the first semester entered into the school AP United States History program in the Spring semester. For all ninth graders, a leadership course was taken, however as we move forward the leadership class will now have a specific theme based approach called the Self to Family, this program will introduce students to a leadership course called "Discovering Leadership within the Family". The basic aspects of the class will be to develop the learners' sense of self in relation to their families. In addition, they will explore ways that they can affect change in said community. Learners will be aided in developing skills and strategies that will help them to develop and refine basic leadership qualities such as: enthusiasm, work ethic, goals, scholarly maturity and willingness to discover solutions to problems.

Instruction: Through the implementation of uniform and rigorous instructional methodologies (such as inquiry based learning and instructional differentiation) and the incorporation of the Common Core Learning Standards, all scholars will be expected to be able to take and pass the June Regents examinations in Integrated Algebra, English, U.S. History and Living Environment. This methodology for success lends itself to the implementation of strategic programming that will serve multiple purposes including credit accumulation and the initial instructional support required in the first two years of school to ensure academic success and college and career readiness. Once the scholars complete the required courses, they will be programmed for English 3 and students displaying above average proficiency will move into Advanced Placement English, Chemistry or Earth science, Global Studies or AP World History and Algebra II/Trigonometry or Geometry. We will utilize an on-line homework program called Castle Learning and double block specific classes in order to provide more time for the instructional rigor. We will base student success on the following outcomes: student progress reports, student marking period grades, student failure reports, attendance trends, and Regents Examination scores.

Needs of Diverse learners and Academic and social support structures: The need for a cultural relevant curriculum will be put in place but from a pluralistic approach seeking to value all of New York's and America's diverse cultures. After-school tutoring in small groups will be created to address students who are struggling to meet the CCLS standards in ELA, Mathematics, Science and Social Studies. A Saturday Academy allowed students additional opportunity to receive assistance. In addition, scholars will be provided tutorial services through intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June.

Progress being made:

- Our objective was to test our freshman scholars in **Integrated Algebra CC, U. S. History, Living Environment and the English Examination CC**, we had to recalibrate this prospective predicated upon scholars not being ready for the Common Core English exam in the 9th grade, therefore we have utilized the antiquated examination. Based on preliminary analysis, the aforementioned exams should exceed 90% proficiency rates in relationship to scholars passing the previously mentioned exams. Out of 100 freshman that we have in the building at least 60% to 70% of the scholars will obtain 3 to 4 Regents examinations in their first year.
- The implementation of our Kaplan based SAT program targeting juniors seems to have been a monumental success predicated upon the preliminary data received from College Board. The class targeted juniors in their first semester and was built into their schedule and held twice a week by Kaplan instructors. Scholars then were encouraged to take the examination in the early spring of 2015. Once again although the data is superficial, scholars have related that the prep sessions astronomically helped them become more prepared to take the SAT examination.

- Implementation of a Study Hall targeting junior scholars within the framework of their day in order to assist them with homework, studying skills, complete projects and serve as a respite from the rigorous class load they were provided with.
- Double blocks of English and Science provided scholars with the opportunity to gain the additional skills they needed to do better in their aforementioned classes with a smaller classroom setting and additional instructional time in courses they struggled in previously
- The implementation of Male\Female gender based Civil Liberties classes, which convened from 2:20 to 4:30 Monday through Friday, allowed scholars the opportunity to gain a more in-depth analysis of constitutional issues and Supreme Court cases. In addition, the course provided scholars with more time to become familiar with historical ethos and develop grit based on the time periods the class was given
- Continued implementation of the junior and senior seminar courses which serve as the bridge to college and university acceptance. The courses are taught by our guidance counselor and focuses on: Resume writing, studying the demographics of the colleges and universities students wish to attend in conjunction to developing college essays, personal statements, conducting research to acquire grants and scholarships; scholars must apply to CUNY, SUNY and private institutions
- College and University Tour Programs: This year we visiting the Congressional Black Caucus, in addition to Howard University, Morgan State University, Georgetown University, George Mason University in addition to our annual SUNY visits and Ivy league tour

Key areas for focus for next year:

- DE compacting the Danielson framework to eliminate ambiguity and misinterpretations
- Involving more teachers and community stakeholders in the decision processes
- Developing a more cohesive staff
- Developing more programs and instructional support for struggling scholars
- Additional College tours
- Developing a comprehensive student government that promotes students voice
- Creating a more comprehensive professional learning community
- Implementation of additional AP courses and the utilization of the CLEP examinations as a benchmark for student success and college readiness

13K595 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	364	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	8	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	2.0%	% Attendance Rate			94.9%
% Free Lunch	48.5%	% Reduced Lunch			5.8%
% Limited English Proficient	0.8%	% Students with Disabilities			10.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			87.5%
% Hispanic or Latino	5.8%	% Asian or Native Hawaiian/Pacific Islander			3.0%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.22	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			4.45
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	87.7%	Mathematics Performance at levels 3 & 4			94.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	92.2%	% of 2nd year students who earned 10+ credits			95.7%
% of 3rd year students who earned 10+ credits	95.1%	4 Year Graduation Rate			97.8%
6 Year Graduation Rate	97.9%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school does an incredible job of prep in relationship to preparing our scholars for the NYS Regents examinations. We are also making a transition to training all of our teachers in Advanced placement proficiency in order to develop a more rigorous instructional practice for our students.

Priority Needs:

- Strengthen our special needs services
- Develop individual action plans for struggling students
- Increase student participation in AP courses
- Introduction of CLEP examinations
- Develop more student voice and choice in the school culture
- Strengthen the bonds between the teachers and administrative staff
- Expand the teacher parental outreach

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, all teachers will enhance instructional strategies that promote student centered instruction by allowing students to expand on their ideas and providing sufficient wait time for students to think about questions and formulate answers, resulting in 75% of scholars earning a passing grade on their Living Environment and United States History test as evidenced by the New York State Regents examinations. The goal will also include enhanced focus on questioning techniques.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Double block classes to provide more time on task and increase the number of credits scholars can accumulate • Increase the number of observations and walk-throughs to observe instructional quality, student interaction, accountable talk, development of student portfolios and classroom management methodologies • Provide students with peer mentors and peer tutors • Tutorial services will be provided on Saturdays from 10 a.m. to 1p.m. • Tutorial services are also provided on three Saturdays prior to the January and June 2016 Regents examinations from 9 a.m. to 9 p.m. • Place students with special needs in smaller classrooms to enhance instructional support and push-ins with SETTS teacher and provide a clear outline to all teachers the dynamics of each scholars IEP 	<p>All scholars</p>	<p>Summer 2015 to June 2016</p>	<p>Administration and teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The summer bridge program will serve as the primary source of acclimation for incoming scholars, resources are shifted to support the program during the month of July, programming will be tailored to fit the needs of the scholars and additional teacher's teams will help support the scholars targeted.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Student Progress Reports
- Student Marking Period Grades
- Student Failure Reports
- Attendance trends in Bedford's Tutorial Program
- Regents Examination scores
- Teacher anecdotal reports
- Teacher Team reports

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Increase student participation in AP courses and introduce the CLEP examination as an instrument of College credit accumulation and proficiency in pre-college courses

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In an effort to provide the current freshman class and current sophomore class with a college readiness program when they become juniors, it is imperative that Global Studies be streamlined to one year as opposed to two. **85%** of the current sophomore class will take and surpass the Global Studies Regents examination in one year as opposed to two. Once the scholars have obtained the Regents in Global Studies they can move into Advanced Placement World history classes. This year’s data is yet to be totally received.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Scheduled classes in an effort to double block time in order to give scholars the opportunity to have more time on task to master the curriculum • Provide Tutorial Services for scholars • Castle Learning on-line homework system • Diagnostic exams given in January and May of 2016 	<p>10th, 11th, and 12th grade scholars</p>	<p>Summer 2015 to June 2016</p>	<p>Administration and teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The summer bridge program will serve as the primary source of acclimation for incoming scholars, resources are shifted to support the program during the month of July, programming will be tailored to fit the needs of the scholars and additional teacher’s teams will help support the scholars targeted.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Assessment of the validity of the program will be based on the following dynamics:</p>

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Create and sustain a Professional Learning Community

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In an effort to create synergy and collective understanding of the values and mission of Bedford Academy, a comprehensive professional development plan will created which will be based on the framework of Alan Blankstein’s Failure Is Not an Option program. The program is based on the following 6 fundamental points:</p>	<p>All teachers</p>	<p>July 2015 to June 2016</p>	<p>Teachers and Administrators</p>

- Common Mission, Vision, Values, and Goals
- Ensuring Achievement for All Students: Systems for Prevention and Intervention
- Collaborative Teaming Focused on Teaching and Learning
- Using Data to Guide Decision Making and Continuous Improvement
- Gaining Active Engagement from Family and Community
- Building Sustainable Leadership Capacity
- Teachers will be expected to create goals for themselves and students. The goals will be assessed on an interim basis in February and analyzed again in June for competency. Each individual teacher will be interviewed during the month of September by me in an effort to ascertain their personal and student related goals. During the conference, the teacher will help to develop their own individual professional development plan which will focus on three core areas:
 1. Planning and Preparation
 2. Instruction
 3. Classroom Environment
- Engage in a comprehensive online grading program designed to engage parents and students in real time up to date progress reports which will enhance their professional practice and create a stronger cohesive bond with parents.
- Implement an action plan which outlines the first semester’s guidelines for teachers and benchmarks they are expected to meet on a monthly basis. In addition, a collective of teachers will help develop the second semesters action plans which will also focus on the following:
 1. Assessments
 2. Guidance
 3. Academic Intervention Services
 4. Implementation of Technology
 5. Parent Involvement

<ul style="list-style-type: none"> Engage in an assortment of planning teams which include but is not limited to: <ol style="list-style-type: none"> Community Outreach Attendance Committee College Advising Freshman Watch Program Cabinet Team Grade Meetings Data Inquiry Senior Affairs 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will providing compressive professional development programs to train our teachers to become leaders, mentors and advocates for children, in addition to becoming fully certified as adjunct professors and trained in all AP courses.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> Teacher Failure Report Student class grades Student Progress Reports Student competency on Regents examinations Environmental Survey Results
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Small group instruction and peer to peer assistance will help scholars who are struggling to meet academic expectations. A summer bridge academy is used for both struggling scholars and newcomers. The systems help to acclimate scholars who are new to high school and are designed to assist scholars who need extra assistance</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax levy resources will be used to develop and enhance programs previously outlined.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Every classroom teacher will be expected to have the following instructional approaches present in their lesson:</p> <ul style="list-style-type: none"> • Prompt students to formulate their own questions (inquiry) • Allow multiple interpretations and expressions of learning (multiple intelligences) • Encourage group work and the use of peers as resources (collaborative learning) <p>Assessment and Data:</p> <ul style="list-style-type: none"> • Diagnostic exams in all curriculum areas • Student Progress Reports on-line program • Student Marking Period Grades • Student Failure Reports • Castle Learning usage trends • Attendance trends in Tutorial programs • Regents Examination scores • AP scores • CLEP Examination scores <p>Assessments provide an on-going opportunity to understand the needs of each of our scholars and that data will be used to target students, who need assistance in a variety of curriculum areas, guide teacher reflections, professional development workshops, in the case of our ELL population the data will provide strategies that support ELL’s oral language development including accountable talk, group, solo presentations, and cooperative grouping. These instructional strategies encourage students to use English to negotiate meaning, encourage authentic use of the language in new and flexible ways and will help to prepare students to meet the state standards and assessments.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

There is a perpetual drive to develop college level preparation for scholars coming into high school at a much earlier time than before. All in-coming freshmen are expected to take at least 3 to 4 Regents examinations; the natural progression of the exams the students should be expected to take is Living Environment, CC Algebra, CC English and United States History. Students will also be put into a math foundations course to better prepare them Geometry and Algebra II/Trigonometry. In addition, students will be given a wiring foundations course to strengthen their analytical skills to better prepare for the CCLS standardized examinations. Through the lens of direct instruction and the constructivist methodology, scholars are expected to obtain the previously mentioned indicators of success.

Support Structures:

- **Tutorial services** on five levels: Monday through Thursday, Saturdays, small group instruction built within the day utilizing the teachers prep period, peer to peer tutorial services and 9 to 9’s 3 to 4 weeks prior to any high stakes examinations (Regents/SAT/AP Exams)
- **Summer Bridge Program:** Focused in July specializing in math, science, social studies and English
- **Push-in Model:** for Ell’s and Special needs scholars which emphasizes co-teaching and collaboration
- **Family Groups:** utilizing the Saturday’s to build relationships between staff, scholars and parents
- **Blended Learning:** program which utilizes APEX, a DOE approved service provider to assist struggling scholars, provide the acquisition of credits and remedial level instruction and finally offer a basis for our AP examination preparation
- **Junior Seminar:** assist students in understanding the college process, college life and the college application process.
- **Senior Seminar:** assist students in the college application(s) process which is done on three levels CUNY/SUNY/Private
- **Male and Female Empowerment classes:** with the specific objective in mind of developing fundamental, enduring positive attitudes, behavior patterns, and practical life management skills that will help to shape male and female scholars
- **Leadership classes:** are the foundation of the schools overall theme on a social, developmental and instructional level. The fundamental goals of the classes are to dramatically affect scholar’s view of themselves as human beings, to improve their intra and inter-personal relationships, and to prepare them to be self-determining responsible, shareholders (citizens) in today’s society
- **Weekly Professional Development Meetings:** teachers have the ability to share best practices, anecdotal information on scholars, reflect and learn new strategies to incorporate in order to enhance student outcomes

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to

the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase student development in SAT scores and AP scores. Through rigorous instruction, scholars should be able to master the following:

- Scholars learn to support their conclusions with evidence and logical arguments
- Scholars learn to synthesize several sources of information and references in order to draw conclusions and then evaluate these conclusions
- Scholars are encouraged to engage in individual reflection in order to organize and understand the world
- Scholars experience insights as they think through a problem or inquiry activity, and draw inferences that allow them to go beyond the simple acquisition of facts and information by learning how to see implications and apply them to other situations

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Further implementation of our teacher teams will help to facilitate instructional development and expertise in Common Core Learning Standards and the continued implementation of peer to peer intervention programs, tutorial service programs which included after-school instruction coupled with our Saturday Academy will continue to supply scholars with the assistance they need to make sure they are academically sound.</p> <p>Small group instruction and peer to peer assistance will help scholars who are struggling to meet academic expectations. A summer bridge academy is used for both struggling scholars and newcomers. The systems help to acclimate scholars who are new to high school and are designed to assist scholars who need extra assistance.</p> <p>Parent workshops, grade-wide meetings and PTA meetings help to close the gap between parent and staff members in an effort to build extended family relationships.</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Assessment and Data:

- Diagnostic exams in all curriculum areas
- Student Progress Reports on-line program
- Student Marking Period Grades
- Student Failure Reports
- Castle Learning usage trends
- Attendance trends in Tutorial programs
- Regents Examination scores
- AP scores
- CLEP Examination scores

Assessments provide an on-going opportunity to understand the needs of each of our scholars and that data will be used to target students, who need assistance in a variety of curriculum areas, guide teacher reflections, professional development workshops, in the case of our ELL population the data will provide strategies that support ELL’s oral language development including accountable talk, group, solo presentations, and cooperative grouping. These instructional strategies encourage students to use English to negotiate meaning, encourage authentic use of the language in new and flexible ways and will help to prepare students to meet the state standards and assessments.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in ELA. In addition, scholars will be provided tutorial services during intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2016.	<ul style="list-style-type: none"> • Small group • One to One • Peer to peer 	Tutorial Services	Monday through Thursday and will also be provided on Saturdays
Mathematics	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Mathematics. In addition, scholars will be provided tutorial services during intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2016.	<ul style="list-style-type: none"> • Small group • One to One • Peer to peer 	Tutorial Services	Monday through Thursday and will also be provided on Saturdays
Science	After-school tutoring in small groups will be created to address student who are	<ul style="list-style-type: none"> • Small group 	Tutorial Services	Monday through Thursday and will

	struggling to meet the state standards in Science. In addition, scholars will be provided tutorial services during intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2016.	<ul style="list-style-type: none"> • One to One • Peer to peer 		also be provided on Saturdays
Social Studies	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Social Studies. In addition, scholars will be provided tutorial services during intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2016.	<ul style="list-style-type: none"> • Small group • One to One • Peer to peer 	Tutorial Services	Monday through Thursday and will also be provided on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The students that will be serviced will be provided counseling and strategies to deal with conflict resolution, peer mediation and character development.	The students that will be serviced will be provided counseling and strategies to deal with conflict resolution, peer mediation and character development	One to one and group sessions	Based on individual mandates, needs and circumstances

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>A comprehensive professional development plan will be created which will be based on the framework of Alan Blankstein's Failure Is Not an Option program. The program is based on the following eight fundamental points: 1. Common Mission, Vision, Values, and Goals 2. Ensuring Achievement for All Students and Systems for Prevention and Intervention 3. Collaborative Teaming Focused on Teaching and Learning 4. Using Data to Guide Decision Making and Continuous Improvement 5. Gaining Active Engagement from Family and Community 6. Building Sustainable Leadership Capacity 7. Implement and reflect on the pedagogical use of the Common Core Learning Standards for our teachers 8. Utilize Charlotte Danielson's framework in my assessment of teacher's instructional practices. Teachers will be expected to create goals for themselves and students. The goals will be analyzed by the principal and discussed in September of each year and assessed on an interim basis in February and analyzed again in June for competency. Teachers will focus on four key areas: Planning and Preparation, Instruction, Classroom Environment and Professional Responsibilities.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>A model of instruction is a pattern of pedagogy, which can identify; the instruction must have goals and a rationale. My goal is to take students where they are and take them where I want them to be. Therefore I have elected to utilize two models; one is called the Constructivist model, while the other is considered to be somewhat of a business model, Direct Instruction. According to John Saphier and Robert Gower, direct instruction is utilized primarily to build skills. In my experience scholars coming from the middle school experience have a true lack of basic skills primarily in the core areas, however a note-taking component will be added for our struggling scholars classified as ELL's and Special Needs scholars. In order to attack this belief head on students will engage in our instructional core as they enter into our Summer Bridge Program, which last for 4 to 5 weeks during the summer time, if students are unable to attend or fail to comply, an instructional safety measure will be inherently built-in. Scholars will be taken through a battery of diagnostic exams during the first week of class to determine their competencies in the core courses whether they attended the previously mentioned five weeks of summer school or not. The basis of our system is to make sure the students are assessed and that the current teacher who may or may not have taught the student during the summer bridge has another layer of data to assess the scholar's strengths and weaknesses.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

Through the implementation of rigorous instructional methodologies and the further incorporation of the Common Core Learning Standards, the Integrated Algebra course will be taught in the first semester using a double block methodology, once the scholars complete the course, the scholars will venture into Algebra II/Trigonometry or Geometry.

There is a perpetual initiative to offer college level courses to ninth graders which will prepare them for upper level college courses. All in-coming freshmen are expected to take four Regents examinations at the end of their first academic school year. The exams are as follows: U.S. History, Living Environment, CC English and CC Integrated Algebra. Therefore, the designs of the curriculum are rigorous. Upon the completion of the CC Integrated Algebra exam which will be provided in **January or June** of every school year, scholars either move into CC Geometry or Algebra II/Trigonometry. Students who demonstrate a comprehensive acumen for writing during the Summer Bridge Academy will be entered into the school **AP United States History** program in the fall. For all ninth graders, the Self to Family program will introduce students to a leadership course called "**Discovering Leadership within the Family**". The basic aspects of the class will be to develop the learners' sense of self in relation to their families. In addition, they will explore ways that they can affect change in said community. Learners will be aided in developing skills and strategies that will help them to develop and refine basic leadership qualities such as: enthusiasm, work ethic, goals, scholarly maturity and willingness to discover solutions to problems.

3b. 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).

The need for a cultural relevant curriculum will be put in place but from a pluralistic approach seeking to value all of New York's and America's diverse cultures. **After-school tutoring** in small groups will be created to address students who are struggling to meet the CCLS standards in ELA, Mathematics, Science and Social Studies. **A Saturday Academy** will also allow students additional opportunity to receive assistance. In addition, scholars will be provided tutorial services through intense **9 am to 9 pm tutorial services three to four weeks** prior to their Regents examinations in **January and June**. In addition, a system of small group instruction

within the framework of the day that allows for a 10 to 1 ratio between teachers to students will serve as another tool to address the academic and social development of scholars.

Scholars must learn how to clearly articulate their ideas as well as to collaborate on tasks effectively by sharing the burden of group projects. Scholars will exchange ideas and will learn to "negotiate" with others and to evaluate their contributions. This is essential to success in the real world, our leadership classes will expose our scholars to a variety of experiences in which they will be exposed to a variety others' ideas

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

I once read a book by the noted educational expert Alfie Kohn; the book was titled **The Schools Our Children Deserve: Moving beyond Traditional Classrooms and Tougher Standards**. In chapter eight entitled Education at Its Best, Kohn discusses how teachers can develop deeper more comprehensive thought processes in the students they are charged with teaching. Although I do not subscribe to the totality of Kohn’s construct, one section of the aforementioned chapter intrigued me. Kohn went on to write, “Someone **once said that a student who gives a wrong answer actually might be answering another question. The teachers job is to find out what that question is. More broadly, his job is to see things from the student’s point of view, to get in the habit of imagining how an idea or assignment is likely to appear to children of this particular age**”. Additionally, Kohn also went on to write that “**A classroom where mistakes are our friends isn’t a place where anything goes or accuracy doesn’t count. It’s a place that has transcended a behaviorist model of learning and, consequently, a place where students feel safe, take chances and ultimately learn more.**”

I believe that Kohn was describing the courageous leadership imperative through the lens of the constructivist instructional model. The constructivist model can trace its origin back to Greece. The father of this model of teaching is Socrates. Socrates asked directed questions that led his students to realize for themselves the weaknesses in their thinking. The Socratic methodology is a critical tool in the way constructivist educators analyze their students' learning and plan new learning experiences for the scholars they are charged with teaching. The Constructivist model encourages scholars to critically think and lends itself to the **CCLS**. Critics of the methodology cite that students have to have a strong educational foundation for it to work; stable home environments, or the argument is that it does not benefit ELL’s or Special Needs scholars.

Assessments provide an on-going opportunity to understand the needs of each of our scholars and that data will be used to target students, who need assistance in a variety of curriculum areas, guide teacher reflections, professional development workshops, in the case of our ELL population the data will provide strategies that support ELL’s oral language development including accountable talk, group, solo presentations, and cooperative grouping. These instructional strategies encourage students to use English to negotiate meaning, encourage authentic use of the language in new and flexible ways and will help to prepare students to meet the state standards and assessments.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name		Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 595
School Name Bedford Academy High School		

B. Language Allocation Policy Team Composition

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

Principal Adofo Muhammad/Cluny Lavache	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher N/A	School Counselor Steve Burrell
Teacher/Subject Area Ms. Alexa Encarnacion/History	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Tate-McMullen
Related-Service Provider Out Sourced	Borough Field Support Center Staff Member Ms. Ulubabova, Ms. Torres,
Superintendent Ms. Karen Watts	Other (Name and Title) Ms. Holmes

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	361	Total number of ELLs	01	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										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	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	1	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	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 N/A										0	0	0	0	0
SELECT ONE _____										0	0	0	0	0
SELECT ONE _____										0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE N/A																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE N/A									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0		0	
Integrated Algebra/CC Algebra	0		0	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	0		0	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0		0	
Geography	0		0	
US History and Government	0		0	
LOTE	0		0	
Government	0		0	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Teacher-created assessments in conjunction to the MoSL baseline assessment are used to assess literacy skills so that teachers can identify learning gaps and plan their lessons accordingly. Teachers are able to identify the student's strengths and weaknesses in the areas of listening, reading, speaking and writing. Based on the data teachers will be able to share best practices during grade level and department meetings to improve student performance.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT indicates that the student is Advanced in requiring 180 minutes of services a week in English and or another content area.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The student is demonstrating improvement across subject areas and will be further assessed by the teachers to determine readiness to in taking any high stake exam in English. The data on the respective student is limited, with the exception of the student's transcript and LAB-R test,
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
 N/A
- How do you make sure that a student's new language development is considered in instructional decisions?
 N/A

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 All parents/guardians of students enrolled, fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student’s record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. There are currently 1 ELL at Bedford Academy High School. There are no parent requests in other than English Language, however we will reach out to the parents once again so as to confirm. The DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request these services. Parent surveys are distributed in Bengali, and in Spanish as well as English as these are the identified home language of the 1 student on record. The ATS Report of Preferred Languages will be updated regularly in order to maintain accurate information on parent language choices. Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys by backpack or during parent conferences in order to collect parent data by class/grade. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class and/or grade. **Paste response to question here:**
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
 N/A
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
 N/A
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The testing coordinator will ensure that the exam is scanned and distributed in 5 school days.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The parent-coordinator will make the initial contact
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Not applicable as we do not offer program choices.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Bedford Academy has only 1 student that is considered advance as a result, we offer a free standing program; therefore a program selection is not available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent-coordinator regularly sends reminder phone calls through the use of school messenger and follows-up with the available language phone call assistance.
9. Describe how your school ensures that placement parent notification letters are distributed.
The parent coordinator will send a letter by back-packing via the student and by send a voice message to the parent to be aware that it will be sent.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The pupil personnel secretary maintains the documents in the cumulative files.
11. 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.
In accordance with the calendar schedule of the NYSESLAT exam, we will plan with ample opportunity for all the students to complete the exam even if they are absent. We will make sure that the attendance coordinator informs the testing coordinator when the students are present, so that they may complete all parts of the exam. In addition, the parent coordinator will also conduct the outreach to the parent.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Bedford Academy ensures that parents are provided continued entitlement and transitional support via notification letters with support from the ELL coordinator, parent coordinator, attendance coordinator and testing coordinator.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Not applicable since there are no program selections available.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
NYSESLAT indicates that the student is Advanced and requiring minutes of services a week in English and or another content area by a K-12 certified teacher in ESOL. However, we do not have the personnel in the building to provide such services. Nonetheless, we are seeking to collaborate and partner with schools in the community to meet the ELL population needs. Furthermore, we have an extensive academic intervention service program (AIS) that offers the student tutorial service in all core classes during the academic week, as well as, on Saturdays.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
NYSESLAT indicates that the student is Advanced and requiring minutes of services a week in English and or another content area by a K-12 certified teacher in ESOL. However, we do not have the personnel in the building to provide such services. Nonetheless, we are seeking to collaborate and partner with schools in the community to meet the ELL population needs. Furthermore, we have an extensive academic intervention service program (AIS) that offers the student tutorial service in all core classes during the academic week, as well as, on Saturdays.
3. Describe how core content is delivered in each program model. 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.
The mode of instruction is in English for all content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Chart Teachers create assessments and lessons which incorporates speaking, writing, reading, and listening with their classes to determine the students aptitude and proficiency in language acquisition. Students are assessed using classroom exams, MoSL exam in ELA, and mock regents.

6. How do you differentiate instruction for each of the following ELL subgroups?
- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- Based on the ELL levels, teachers provide multiple entry points into the lessons including but not limited to; graphic organizers, cloze activities, call and response, and various annotation techniques.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.
- Close monitoring of academic progress and discussion and review of data during grade meetings and school implementation team meetings will enable us to align appropriate ELL services.
8. 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?
- The various instructional strategies and grade-level materials that teachers will use are but not limited to undelining for understanding, annotation, Depth of Knowledge question techniques, graphic organizers, and cornell notes
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Bedford Academy uses small-group instruction to provide and enable students with ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment with an ICT teacher. We also employ a push-in model and our after-school tutorial service.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

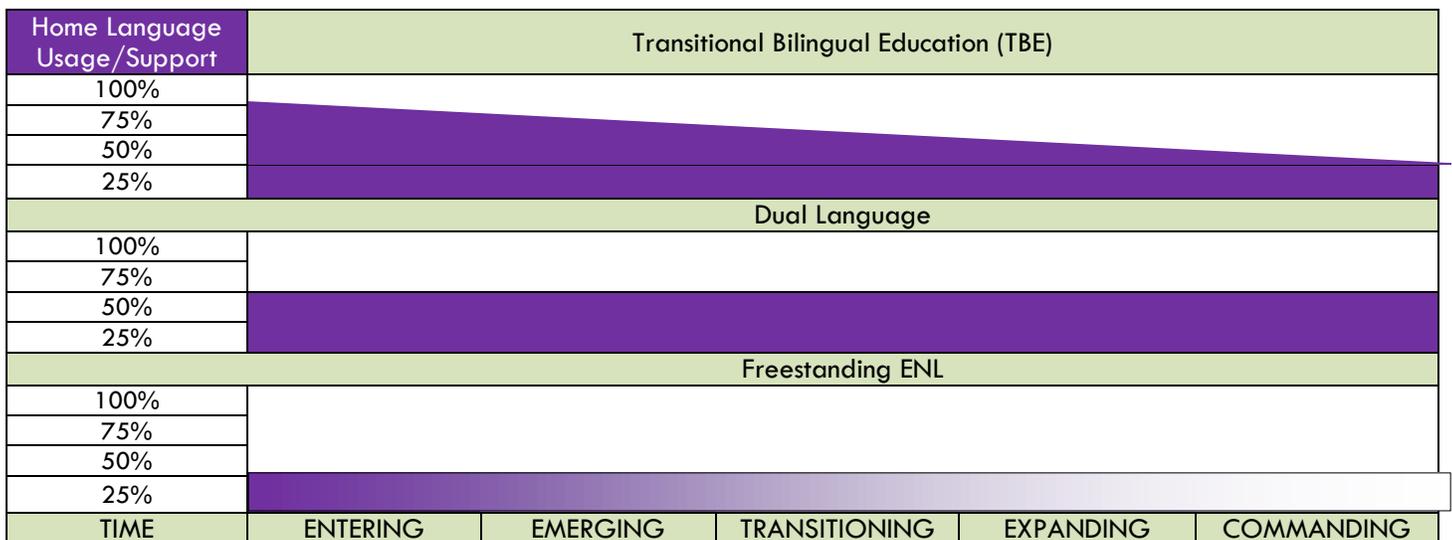


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
After- school tutoring and Saturday academy
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Review of first marking period grades will begin in November, so as to establish a baseline.
12. What new programs or improvements will be considered for the upcoming school year?
Partnering with a loacal school to create an ELL academy that meets monthly to support student progress.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL's are encouraged to support after-school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All students have access to technology so as to enhance overall learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Bedford Academy ensures that home language support via notifaction letters with support from the ELL coordinator, parent coordiantor, attendance coordinator and testing coordiantor.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Bedford Academy ensures that all required services/resource support and correspond to ELL's ages and grade levels through the guidance counselor based on the NYSESLAT results and CCLS.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Not applicable, we don't have any newly enrolled ELL's.
19. What language electives are offered to ELLs?
We do not have any language electives being offered at this time.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We will seek support from the BNFSC and whenever possible send the appropriate personnel to scheduled professional development.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers implement the CCLS according to the core subject area and will be encouraged to seek additional support from the BNFSC based on the scheduled professional development workshops.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The time is given to staff to discuss best practices by grade and by content during scheduled professional development. The staff uses this as a resource to develop their lesson plans.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The staff uses 25% of their scheduled PD to address the needs of diverse learners.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Bedford Academy HS holds grade meeting at the beginning of each semester to inform and discuss student performance and goals to meet annual yearly progress in relations to core curriculum instruction. In addition, teachers conduct parent outreach on Tuesdays from 2:20 to 3:20, informing parents of student progress and strategies to help assist academic improvement.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Records are kept by the guidance counselor for annual individual meeting, while teacher maintain parent outreach logs of phone calls.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
All parents are encouraged to get involved in school activities included but not limited grade meetings, SLT meetings, celebratory functions of students achievements, parent workshops on CCLS and athletic events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A
5. How do you evaluate the needs of the parents?
Parent survey is shared at the beginning of the year and interpreted by the parent coordinator to determine specific school needs.
6. How do your parental involvement activities address the needs of the parents?
Parental involvement activities based on feedback and request by the parents as well as the needs assessment of the parent surveys.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Bedford Academy HS**

School DBN: **13K595**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adofa A. Muhammad & C. Lavache	Principal		11/12/15
	Assistant Principal		11/12/15
Ms. Tate-McMullen	Parent Coordinator		11/12/15
N/A	ENL/Bilingual Teacher		11/12/15
Ms. Hernandez	Parent		11/12/15
Ms. A. Encarnacion	Teacher/Subject Area		11/12/15
	Teacher/Subject Area		11/12/15
	Coach		11/12/15
	Coach		11/12/15
Mr. S. Burrell	School Counselor		11/12/15
Ms. K. Watts	Superintendent		11/12/15
Ms. Ulubabova	Borough Field Support Center Staff Member _____ Brooklyn <u>North</u>		11/12/15
Ms. Torres	Other _____		11/12/15
Ms. Holmes	Other _____		11/12/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13** School Name: **K**
Superintendent: **Karen Watts**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. There are currently 1 ELL at Bedford Academy High School. There are no parent requests in other than English Language, however we will reach out to the parents once again so as to confirm. The DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request these services. Parent surveys are distributed in Bengali, and in Spanish as well as English as these are the identified home language of the 1 student on record. The ATS Report of Preferred Languages will be updated regularly in order to maintain accurate information on parent language choices. Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys by backpack or during parent conferences in order to collect parent data by class/grade. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class and/or grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

One hundred percent (100%) of the school's population reports English as the primary language. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents which are distributed to parents/guardians but do not require translations are: annual handbooks, parent-teacher conference announcements, NYS testing dates. Testing dates and calendars are provided as soon as they become available in order to allow parent/guardians to prepare themselves as well as their children for upcoming events.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Bedford Academy HS holds 4 parent conferences throughout the school year. The first, in September, introduces parents to their children's new grade and provides curriculum information. The next three, held in November, March and June are focused on student progress and grades. If necessary, we also utilize the over the phone translation services 718-752-7373 to speak with parents. In addition, to these meetings, a designated one to one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

If a parent communicates to a staff member that they would like to receive any forms from the school in their home language, Bedford Academy HS is sure to meet these needs. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation. The translation of the documents will be completed by the Translation and Interpretation

Unit. A current roster of bilingual staff is maintained and updated regularly. A designated staff member will obtain documents and contact the Translation and Interpretation Unit to provide timely written translation services for designated parents. The services will be documented to ensure timely provision of translated documents to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speak the parent's home language is not available, the DOE Translation and Interpretation Unit will be contacted and asked to take part in the meeting via telephone. There are currently school staff members that are proficient in Spanish and Bengali are able to support translation and interpretation services for the parents. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At Professional Development staff members were provided with information on the use of translation services and over the phone interpretation services at faculty conferences twice a year. All teachers and school staff members are given copies of the "Available Languages" sheet which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Bedford Academy has a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Available Languages sheet is kept at the security office as well as the main office. Information for parents on the N.Y.C.D.O. E.'s translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. At Bedford Academy HS the school staff are aware of language assistance services

provided by the school by using data (ATS Reports, Blue Cards and Surveys), updated roster of bilingual staff and The Translation and Interpretation Unit Services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of service. We can obtain information to inform our practices in order to improve the quality and availability of services we provide to parents and students.