

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**01M696**

**School Name:**

**BARD HIGH SCHOOL EARLY COLLEGE**

**Principal:**

**MICHAEL LERNER**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Bard High School Early College School Number (DBN): 01M696  
Grades Served: 9-12  
School Address: 525 East Houston St New York , NY 10002  
Phone Number: 212.995.8479 Fax: 212.777.4702  
School Contact Person: Toni Palmieri Email Address: tpalmieri@schools.nyc.gov  
Principal: Michael Lerner  
UFT Chapter Leader: Denice Gamper  
Parents' Association President: Natalie Green Giles  
SLT Chairperson: Stephen Chaterpaul; Jennifer Hunter (co-chairs)  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Alexis Frigura, Cade Aguda, Gabriel Hoshino, Max Neuman

**District Information**

District: 01 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 Seventh Avenue, 7th Floor, New York NY 10001  
Superintendent's Email Address: MBradbu@schools.nyc.gov  
Phone Number: 212.356.7563 Fax: 212.356.7514

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Ave, 8<sup>th</sup> floor, New York NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

## 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<br>(Blue Ink) |
|---------------------|---|-------------------------|
| Michael Lerner      | *Principal or Designee  |                         |
| Denice Gamper       | *UFT Chapter Leader or Designee   |                         |
| Natalie Green Giles | *PA/PTA President or Designated Co-President  |                         |
|                     | DC 37 Representative (staff), if applicable   |                         |
|                     | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                     | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Cade Aguda          | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                     | CBO Representative, if applicable/  |                         |
| Charles Scott       | Member/ Parent 1  |                         |
| Tameka Isaacs       | Member/ Parent 2  |                         |
| Jennifer Hunter     | Member/ Parent 3  |                         |
| Susan Donovan       | Member/ Parent 4  |                         |
| Gabriel Hoshino     | Member/ Student 3   |                         |

| Name               | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|--|----------------------|
| Max Neuman         | Member/ Student 4                          |                      |
| Stephen Chaterpaul | Member/ Faculty 1                          |                      |
| Lee Johnson        | Member /Faculty 2                          |                      |
| Gabriel Rosenberg  | Member/ Faculty 3                          |                      |
| Meghann Walk       | Member/ Faculty 4                          |                      |
|                    | Member/                                    |                      |
|                    | 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.

Bard High School Early College - Manhattan is a partnership between Bard College and the New York City Department of Education. As an early college program, it enables students to earn both a Regents diploma and an Associate's degree from Bard College in four years. As an early college, BHSEC has needs different from those of a traditional four-year high school. Our mission to provide students with an early college experience and a two-year college degree requires that we rethink the traditional high school model, that we approach adolescent education with an eye towards rigor and innovation, and that we allocate resources to support the mission of an early college program.

We are a screened school. Our student population is performing at or above grade level; students are chosen for the school based on a math and writing assessment as well as a personal interview. Our students are motivated and engaged. We have a small population of special education and ELL students. Generally, our program seeks to support our population through small classes, personalized instruction, and the support services needed to help students engaged in a rigorous, demanding course of study.

Reflecting on the Framework for Great Schools, we believe our strengths are rigorous instruction, effective school leadership, and strong family-community ties. Most of our goals for the coming year focus on supportive environment and collaborative teaching, though they touch upon all five elements of the Framework for Great Schools.

## 01M696 School Information Sheet

| School Configuration (2014-15)                                  |             |   |     |   |
|---|-------------|---|-----|---|
| Grade Configuration   | 09,10,11,12 | Total Enrollment                                | 545 | SIG Recipient                                 |
| 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 |
| Types and Number of Special Education Classes (2014-15)         |             |   |     |   |
| # Special Classes   | N/A         | # SETSS   | N/A | # Integrated Collaborative Teaching           |
| Types and Number of Special Classes (2014-15)                   |             |   |     |   |
| # Visual Arts   | 13          | # Music   | 11  | # Drama                                       |
| # Foreign Language  | 30          | # Dance   | 1   | # CTE   |
| School Composition (2013-14)                                    |             |   |     |   |
| % Title I Population  | 0.7%        | % Attendance Rate                               |     | 95.5%   |
| % Free Lunch  | 24.3%       | % Reduced Lunch                                 |     | 4.6%  |
| % Limited English Proficient                                    | 0.5%        | % Students with Disabilities                    |     | 0.7%  |
| Racial/Ethnic Origin (2013-14)                                  |             |   |     |   |
| % American Indian or Alaska Native                              | N/A         | % Black or African American                     |     | 13.8%   |
| % Hispanic or Latino  | 18.9%       | % Asian or Native Hawaiian/Pacific Islander     |     | 16.1%   |
| % White   | 47.9%       | % Multi-Racial                                  |     | 1.6%  |
| Personnel (2014-15)   |             |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 4.17        | # of Assistant Principals (2014-15)             |     | 2   |
| # of Deans (2014-15)  | N/A         | # of Counselors/Social Workers (2014-15)        |     | 2   |
| Personnel (2013-14)   |             |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A         | % Teaching Out of Certification (2013-14)       |     | 3.3%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.1%        | Average Teacher Absences (2013-14)              |     | 4.19  |
| 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                                 | 100.0%      | Mathematics Performance at levels 3 & 4         |     | 100.0%  |
| Credit Accumulation High Schools Only (2013-14)                 |             |   |     |   |
| % of 1st year students who earned 10+ credits                   | 98.0%       | % of 2nd year students who earned 10+ credits   |     | 95.9%   |
| % of 3rd year students who earned 10+ credits                   | 96.9%       | 4 Year Graduation Rate                          |     | 100.0%  |
| 6 Year Graduation Rate  | 99.3%       |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |             |   |     |   |
| Reward  |             | Recognition                                     |     |   |
| In Good Standing  | X           | Local Assistance Plan                           |     |   |
| Focus District  | X           | Focus School Identified by a Focus District     |     |   |
| Priority School   |             |   |     |   |
| <b>Accountability Status – Elementary and Middle Schools</b>    |             |   |     |   |
| 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         |   |     |   |
| <b>Accountability Status – High Schools</b>                     |             |   |     |   |
| 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   | YES         | 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                       |     | N/A   |
| Hispanic or Latino  | N/A         | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | YES         | 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                       |     | N/A   |
| Hispanic or Latino  | YES         | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | YES         | 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.
- As an early college, one of BHSEC’s great strengths is an exceptionally rigorous curriculum. All students are engaged in writing intensive courses, close reading of texts, use of evidence, hands-on application of skills, and critical thinking. Our 2013-2014 Quality Review noted that our Instructional program exceeds the standards set out by the Common Core. In 9<sup>th</sup> and 10<sup>th</sup> grade, our students engage in rigorous work as they prepare for the upper program; in 11<sup>th</sup> and 12<sup>th</sup> grade (called Year 1 and Year 2 at BHSEC), they engage in college coursework as they work towards a 60-credit Associate’s Degree. Students are successful in the program. Our graduation rate in 2013-14 was 100% and nearly all BHSEC students move on to a four year college.
- While the rigor of the BHSEC curriculum and instruction is a great strength, the rigor of the curriculum also creates its own needs in order to support students in their work. In sum, these are:
- o Reducing class size, especially in the 9<sup>th</sup> and 10<sup>th</sup> grade and in writing intensive courses.
  - o Limiting teacher loads in core academic subjects to better support personalized instruction.

### 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.

For the 2015-16 academic year, our goal is to ensure that all 9<sup>th</sup> and 10<sup>th</sup> grade core academic classes and college seminar classes will be no larger than 24 students. The desired outcome is to leverage smaller class sizes to increase student retention and performance through individualized support and feedback. The school will allocate our budget and resources to attain this goal.

### Part 3 – Action Plan

|  |  |   |  |
|--|--|---|--|
| <p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Systems and structures: The administration will work with departments to come up with the necessary staffing plans to meet class size and teacher load goals.</p>   | <p>All students</p>  | <p>9/15 – 6/16</p>  | <p>Administration</p>  |
| <p>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home: Smaller teacher loads will allow teachers to maintain better communication with parents, including through personalized narratives submitted 4x a year for all students.</p>   | <p>All parents</p>   | <p>9/15 – 6/16</p>  | <p>Administration, Faculty</p>   |
|  |  |   |  |
|  |  |   |  |

**Part 4 – Budget and Resource Alignment**

|  |          |  |                                |  |            |  |                  |  |                   |   |                      |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| <p><b>Part 4a.</b> 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>We will prioritize DOE budget allocations to address class sizes, and use supplementary funds from Bard College to help meet this goal.</p>   |          |  |                                |  |            |  |                  |  |                   |   |                      |
| <p><b>Part 4b.</b> 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 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           | X | Other                |

**Part 5 – Progress Monitoring**

|  |
|--|
| <p><b>Part 5a.</b> 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>Class size and teacher load will be monitored at the beginning of each semester.</p>  |
| <p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>   |

## 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.
- One of BHSEC’s strengths is the attention given to student support. We have three guidance counselors for 545 students; 7 college counselors for each graduating class (a 1:19 ratio); partnerships in place for drug counseling and intervention; and a weekly advisory meeting for all students. In addition, students receive additional academic support from teachers and can access tutoring for help with writing, math and science. The school data reflects that student performance is excellent, attendance is excellent; and disciplinary issues are few.
- In terms of needs, our data, including both DOE sources and in-house surveys reflect students need ongoing academic support and supports that address stress and social and emotional well-being.
- Data also indicates an achievement gap at BHSEC; particularly in the academic performance and retention of black and Hispanic male students.
- Feedback from teachers and students highlights the need to support students through key transitions—middle school to 9<sup>th</sup> grade; from 10<sup>th</sup> grade into the college program.

### 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.

While the goal of fostering a supportive environment at BHSEC has several interrelated components, all of them point to the same student outcome—keeping all students on track to graduation. In order to achieve this, we wish to keep the number of students who fail to earn 10 credits in 9<sup>th</sup> and 10<sup>th</sup> grade to less than 10 students per cohort.

### Part 3 – Action Plan

|  |   |  |   |
|--|---|--|---|
| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>                                   | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
| <p>Funding a learning specialist; having a learning specialist focus on the needs of students long before they get close to the markers of struggling students such as a GPA of less than 2.0 or failing to earn credits in core courses.</p>  | <p>At-risk students</p>   | <p>9/15-6/16</p>   | <p>Administration, Learning Specialist</p>  |
| <p>Making sure interventions are in place for students around both academic content and key academic skills, with particular attention paid to the needs of students going through key transitions at BHSEC.</p>   | <p>All Students</p>   | <p>9/15-6/16</p>   | <p>Guidance Department, Advisors, Learning Specialist</p>   |
| <p>Thinking ahead and planning / developing resources for special education students.</p>  | <p>Special Education students including 504 and IEP students, ELL and F-ELL students,</p> | <p>9/15-6/16</p>   | <p>Administration, Guidance Department, Learning Specialist</p>   |
| <p>Collecting data and setting up systems to analyze and address the achievement gap at BHSEC.</p>   | <p>Black and Hispanic male students</p>   | <p>9/15-6/16</p>   | <p>Administration, Guidance Department, Learning Specialist</p>   |

**Part 4 – Budget and Resource Alignment**

|  |                        |  |                                      |  |                          |  |                                |  |                                 |          |                                    |
|--|------------------------|--|--------------------------------------|--|--------------------------|--|--------------------------------|--|---------------------------------|----------|------------------------------------|
| <p><b>Part 4a.</b> 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>Addressing such a wide array of supports will require budgetary commitments and setting aside time and funds for faculty to implement new measures. One priority will be funding and recruiting a learning specialist. As a PROSE school, we have re-designed our parent engagement and professional time to add more time for student support. Additional funding and resources will come from Bard College.</p> |                        |  |                                      |  |                          |  |                                |  |                                 |          |                                    |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>  |                        |  |                                      |  |                          |  |                                |  |                                 |          |                                    |
| <p>X</p>   | <p><b>Tax Levy</b></p> |  | <p><b>Title I SWP</b></p>            |  | <p><b>Title I TA</b></p> |  | <p><b>Title II, Part A</b></p> |  | <p><b>Title III, Part A</b></p> |          | <p><b>Title III, Immigrant</b></p> |
|  | <p>C4E</p>             |  | <p>21<sup>st</sup> Century Grant</p> |  | <p>SIG/SIF</p>           |  | <p>PTA Funded</p>              |  | <p>In Kind</p>                  | <p>X</p> | <p>Other</p>                       |

**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.

Progress around student achievement and support will be monitored quarterly. Reporting and data around student achievement and transitions will come from regular check ins with guidance and faculty.

**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.
- BHSEC’s academic program relies heavily on collaborative teachers. Our Quality Review highlighted the effectiveness of several teacher teams where collaborative work has resulted in more rigorous curriculum and better student outcomes (i.e. Americas 9 team, Chemistry 10 team).
- Not all faculty work in effective teams, but we continue to work on building effective teacher teams across grades and disciplines.

**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, M measurable, Achievable, Relevant, and Time-bound.

No specific goal is being entered around collaborative teaching, yet it is an integral part of many of the elements spelled out in the goals for rigorous instruction and supportive teaching.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <p><b>Target Group(s)<br/><i>Who will be targeted?</i></b></p> | <p><b>Timeline<br/><i>What is the start and end date?</i></b></p> | <p><b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p> |
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**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.

|  |          |  |                                   |  |            |  |                     |  |                      |  |                         |
|--|----------|--|-----------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
|  | Tax Levy |  | Title I SWP                       |  | Title I TA |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|  | C4E      |  | 21 <sup>st</sup> Century<br>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.

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**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.

BHSEC has worked hard to empower teachers and teacher teams to be part of key decisions, take the lead on curricular initiatives, and support each other in their work. We continue to recruit and retain high quality faculty with the expertise for teaching in an early college program.

**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.

No specific goal is being entered around effective school leadership, yet it is an integral part of many of the elements spelled out in the goals for rigorous instruction and supportive teaching.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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**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.

|  |                 |  |                                |  |                   |  |                             |  |                              |  |                                 |
|--|-----------------|--|--------------------------------|--|-------------------|--|-----------------------------|--|------------------------------|--|---------------------------------|
|  | <b>Tax Levy</b> |  | <b>Title I SWP</b>             |  | <b>Title I TA</b> |  | <b>Title II,<br/>Part A</b> |  | <b>Title III,<br/>Part A</b> |  | <b>Title III,<br/>Immigrant</b> |
|  | C4E             |  | 21 <sup>st</sup> 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.

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**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**

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| <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> |
| <p>BHSEC has a strong culture of parent engagement. Parents receive frequent communications from the school, including a weekly newsletter; quarterly narratives, frequent parent events, and ready access to an active and engaged Parent coordinator.</p>   |

**Part 2 – Annual Goal**

|   |
|---|
| <p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>No specific goal is being entered around family and community ties, yet parent engagement and outreach is an integral part of many of the elements spelled out in the goals for rigorous instruction and supportive teaching.</p>  |

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>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).</li> <li>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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**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.

|  |                 |  |                                |  |                   |  |                             |  |                              |  |                                 |
|--|-----------------|--|--------------------------------|--|-------------------|--|-----------------------------|--|------------------------------|--|---------------------------------|
|  | <b>Tax Levy</b> |  | <b>Title I SWP</b>             |  | <b>Title I TA</b> |  | <b>Title II,<br/>Part A</b> |  | <b>Title III,<br/>Part A</b> |  | <b>Title III,<br/>Immigrant</b> |
|  | C4E             |  | 21 <sup>st</sup> 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.

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**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.

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

## 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. |                                 |  |   |          |                    |
|  | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> | <b>X</b> | <b>Non-Title I</b> |

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
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#### **2b. High Quality and Ongoing Professional Development**

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| 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). |
|  |

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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|--|
| 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). |
|  |

**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.).

**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.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>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  |   |   |                                  |

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **BHSEC** 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. **BHSEC** 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 1<sup>st</sup> 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**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 <b>00</b>                                | Borough <b>Manhattan</b> | School Number <b>696</b> |
| School Name <b>Bard High School Early College</b> |                          |                          |

**B. Language Allocation Policy Team Composition** 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 <b>Dr. Michael Lerner</b>                                  | Assistant Principal <b>Camille Sawick</b>                       |
| Coach <b>N/A</b>   | Coach <b>N/A</b>  |
| ENL (English as a New Language)/Bilingual Teacher <b>Lee Johnson</b> | School Counselor <b>Anna Azeglio</b>                            |
| Teacher/Subject Area <b>Dan F reund</b>                              | Parent <b>PTA President</b>                                     |
| Teacher/Subject Area <b>Joseph Danquah</b>                           | Parent Coordinator <b>Carol Turitz</b>                          |
| Related-Service Provider <b>Anna Azeglio</b>                         | Borough Field Support Center Staff Member <b>Hang Ying Shen</b> |
| Superintendent <b>Marisol Bradbury</b>                               | Other (Name and Title) <b>an appropriate FL tr</b>              |

**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 <u>not</u> 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 <u>not</u> 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) | 535 | Total number of ELLs | 0 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|---|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

|   |   |
|---|---|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>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 # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|
| <b>All ELLs</b>             | 0 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 0 | <b>ELL Students with Disabilities</b>                     | 0 |
| <b>SIFE</b>                 | 0 | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 0 | <b>Long-Term</b> (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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>DL</b>    | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>ENL</b>   | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| SELECT ONE   |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

\* 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   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section is for Dual Language Programs Only**

|   |   |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|---|---|

**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        | 0        | 0        | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Polish       |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0     |
| <b>Emerging</b><br>(Low Intermediate)       |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0     |
| <b>Transitioning</b><br>(High Intermediate) |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0     |
| <b>Expanding</b><br>(Advanced)              |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0     |
| <b>Commanding</b><br>(Proficient)           |   |   |   |   |   |   |   |   |   | 0 | 1  | 0  | 0  | 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 | 0  | 0  | 0  | 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 | 0  | 0  | 0  | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       |         |         |         |         | 0     |
| 7       |         |         |         |         | 0     |
| 8       |         |         |         |         | 0     |
| NYSAA   |         |         |         |         | 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<br>Bilingual<br>(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 _____                  | 0                          |               | 0                           |               |
| Other _____                  | 0                          |               | 0                           |               |
| NYSAA ELA                    | 0                          |               | 0                           |               |
| NYSAA Mathematics            | 0                          |               | 0                           |               |
| NYSAA Social Studies         | 0                          |               | 0                           |               |
| NYSAA Science                | 0                          |               | 0                           |               |

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.  
Our admission procedures are extensive and all prospective students must take a math and writing exam and interview before we can consider ranking them. Therefore most students admitted to our school have been NYC students since 7<sup>th</sup> grade and that is a major reason why we have few if any ELLs and if we do they consistently score in the advanced or proficiency level. In addition they must be ready for college level work after 10<sup>th</sup> grade. Our admissions exams are our primary assessment tool which we use to identify students with literacy issues. We also hand select our 9<sup>th</sup> grade English teachers who are trained literacy specialists and have experience with the 9<sup>th</sup> grade curriculum.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Traditionally BSHEC ELLs do well in the speaking and listening sections of the test and not as well in the reading and writing sections of the NYSITELL and NYSESLAT exams. This consistent data shows a deficiency in reading comprehension and writing skills. Our school is a Writing and Thinking school which means we emphasize writing techniques throughout the school in every subject. There is a great deal of professional development devoted to the teaching of writing. It is an expectation of our teachers to have office hours and conduct tutoring both during their office hours and after school. During these tutoring sessions students can get small group instruction in deficiency areas. In addition, ELLs are encouraged to visit our Writing Center (which is open all day long) for additional help.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The mission of our school is to prepare students to enter college after 10<sup>th</sup> grade. College readiness and preparedness is our goal and the highest goal a high school can achieve. This is the goal for all of our students including our ELLs. Instruction is individually tailored to meet the students' needs and to achieve this goal.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Our potential ELL's often pass the NYSITELL exam. Within two years of attending BHSEC students are able to pass the Common Core English regents and eventually graduate with a high school diploma. For the last 12 years we have had 100% passing rate on the CC English regents and a 95% or above graduation rate. It is our goal to continue this successful tradition.

b. BSHEC does not administer ELL Periodic Assessments.

c. BSHEC does not administer ELL Periodic Assessments.

5. 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

6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers are responsible for planning their class lessons and instruction is designed to meet the student's individual needs. Teachers are informed when a student is an ELL and there is an expectation that teachers will differentiate instruction accordingly. Since our ELLs test in the advanced or proficient range the English language is not a "new" language for them and the help they need is nuanced. In addition, we try to schedule students with teachers who have had some ESL teaching experience.

Also there are many adults who work at BHSEC who speak the student's preferred language and students are encouraged to turn to them for any additional help they may need.

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).

As previously stated, we monitor the progress of all students very carefully which teachers can easily do because our class size is so small. Periodic classroom assessments are carefully planned and reviewed by each teacher and skill deficits addressed through class assignments. Student narratives are written four times a year which specifically highlight the student's progress in each class. We have had 100% passing rate on our English regent exam for the last 12 years so all students are well prepared to pass the exam.

## 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.

Every student is administered the HLIS during our orientation meeting in May for rising 9<sup>th</sup> graders or during the summer for late admits. This number is usually extremely small. We often do not have any seats available after round 1. After an interview with the parent and student (interpreter present if necessary) an informal initial assessment is conducted, to determine whether or not to administer the NYSITELL. Within 10 days of admission to our school the student is given the NYSITELL if indicated on the HLIS or in ATS. The Test Coordinator calls the student down to her office and reviews an appropriate time to administer the exam in order to minimize the amount of time spent out of class. Then at the prearranged time, the test is administered in an empty classroom and scored. An answer sheet was printed from ATS for this purpose. The NYSELAT is administered every year during the spring term to all students who are eligible. The same procedure is followed. NYSELAT sections are administered during the designated times set by the SED.

The following languages are spoken fluently by pedagogues are French, Mandarin, Spanish, Urdu, Russian and Bengali,

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).

Due to our special admission requirements for all students who enter BSHEC's screened program, it is not possible for SIFE students to be admitted to our school. All of our students must be ready for college level work within two years of admission. All new students must be reading on or above grade level before entering our school program. Our assessment consists of a 7<sup>th</sup> grade math exam, a written essay and if they pass these two exams a one-on-one interview.

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).

All Special Education students are identified during the summer and their IEP is reviewed by our Special Education Coordinator. All of our students must be ready for college level work within two years of admission. All new students including those with an IEP must be reading on or above grade level before entering our school program. Our assessment consists of a 7th grade math exam, a written essay and if they pass these two exams a one-on-one interview.

The LPT consists Camille Sawick, AP; Sara Haberman, AP; Liz Howort, Special Education Coordinator; Anna Azeglio, Guidance Counselor; Lee Johnson, Teacher; Dan Freund, Teacher; Joseph Danquah, Teacher, Carol Turitz, Parent Coordinator; and a parent representative.

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.  
Entitlement/non-entitlement letters are mailed to the student's home and are given to the student to take home within 5 days of scoring the exam. The entitlement letter is sent home in the parents' preferred language.
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).  
Once the school receives a letter requesting a review of a student's ELL status the LPT will meet to review this request. The team will review all appropriate documentation including classwork, written assignments, class and state tests as well as the results of the latest NYSITELL exam. The LPT will also consult with the parent or guardian, teachers and counselor and CSE if appropriate before making its final decision. Written notification of the principal's decision will be sent to the parent or guardian. If the decision is not to change the status then nothing further needs to be done. If it is determined that the student's status should change then the process continues. The superintendent will review the principal's recommendation and notify everyone in writing of his/her decision. If the decision is to change the ELL status, the student's program will be modified. The student's progress will be closely monitored to determine that progress is being made and placement is appropriate. The Test Coordinator is responsible for sending out all appropriate letters and correspondence to the parent and maintains a copy of all correspondence in the students' cumulative records folder. All correspondence is conducted in the parents' preferred language.
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.  
The entitlement letter, Parent Survey and Program Selection form are sent home to the parents via postal service. These letters, while self-explanatory, begin the dialogue between parent and school about mandated ELL services and invite the parent into school for a meeting to ensure they understand the program choices and reasons for inclusion in the program. The meeting is attended by the principal, assistant principal, parent, student and interpreter, if necessary, to explain the three programs in greater detail. Parents are also invited to see a video which explains their rights and the programs. The meeting is held within 10 days that eligibility is determined. The only program we have available at our school is a modified Free Standing Program. If another program is requested by the parent the parent is assisted in securing a transfer to a school that offers that program. A bilingual program is the default placement when a parent survey is not returned. Monitoring the parent program choice conducted by the Test Coordinator who keeps all data on a spread sheet in Google Docs. All correspondence is conducted in the parents' preferred language.
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.  
Since our ELL population is so small follow-up is relatively easy. Our parent coordinator does the outreach to ensure that all documentation is returned in a timely manner. Our Parent Coordinator makes every effort to collect Parent Surveys by calling, and emailing parents. If the survey is not returned she may request that our attendance teacher make a house visit to collect the survey and Program Selection Forms. When the forms are collected she places them in the student's cumulative folder. If another program were to be offered at our school, parents would be notified via letter, email and phone call through School Messenger. Monitoring the parent program choice conducted by the Test Coordinator who keeps all data in a spread sheet in Google Docs. All correspondence is conducted in the parents' preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Same as 7 above
9. Describe how your school ensures that placement parent notification letters are distributed.  
When you are distributing a relatively small amount of letters or none at all follow-up is not much of an issue. Our Parent Coordinator will speak to the students and/or call the parents to make sure that the notification letters were received. An interpreter will be on hand to make sure parents understand the letter and all of their questions are answered satisfactorily. All correspondence is conducted in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documentation is kept in the student's cumulative folder. All records are maintained by the Test Coordinator. ALL ELL documentation is available to teachers of ELL students, guidance counselors, the Parent Coordinator, test coordinator, principal and assistant principals.

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 April the student is informed by the Assistant Principal, Camille Sawick, that they must take the NYSESLAT. A time is determined by the test coordinator in conjunction with the student, to minimize the amount of time a student will be out of class. Each component of the exam is administered to the student during the designated testing window. This is determined by the test coordinator who reads the manual distributed by the SED to schedule the components appropriately. The answer documents are printed out from ATS on the day the test is administered. The test is scored, results are shared with the student and parent. Since we usually have just one or two students eligible for the NYSELAT exam it is clear as to who needs to take the exam. In addition, we run BESIS reports to make sure we test all eligible students. The test coordinator, Camille Sawick, administers the exam. Make up dates are held when necessary for any students who miss a component of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement/non-entitlement letters are mailed to the student's home and are given to the student to take home within 5 days of scoring the exam. All correspondence is conducted in the parents' preferred language.
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).  
The trend that we see is that tested students are not eligible for ELL services. The results of most NYSITELL exams is that the student is not eligible for ELL services but may take advantage of all the tutoring we have available to all students. If the students who are tested are not eligible for ELL services monitoring ends. We have not had an ELL student attend our school for many years.

## 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.
  - a. When necessary BHSEC offers a modified Pull-Out Free-Standing ENL program. The students meet with an English teacher after school for 50 minutes three times a week for 150 minutes of instruction. BSHEC also schedules students for an English class which meets four times a week for 50 minute periods. Each week there is a total of 350 minutes of English/ELL instruction. BHSEC does not have plans to move to a push-in model at this time, BHSEC prefers to keep the student in their classes with their content area teacher and not interfere with class instruction. It is expected that instruction will be modified and methods of instruction differentiated for ELL students in content area classes. The students are not being pull-out of any classes and therefore not losing valuable instructional time. We do not have block programming at our school however, if we have more than one ELL student in a grade should appear we would group them so they could travel together as much as possible. We do not track students. All classes are heterogeneously grouped. Special Education ELL students are integrated in all of our classes. We do not offer Special Education classes.
  - b. All of BHSEC classes are heterogeneously grouped.
  - 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)?  
The results of the NYSITELL are assessed for students' strengths and weaknesses. The students' weaknesses are addressed in the classroom using appropriate pedagogical methodologies. These methodologies are discussed at faculty meetings and on Professional Development days, once a month, where best practices are shared. These best practices usually center on instruction for

students at various levels of mastery. The only program we can offer students is a modified Freestanding ENL Program as described in question 1 above. This teacher who meets with students after school to deliver instruction in English is paid per session and meets with the Test Coordinator periodically to update her on the student's progress. Appropriate action is taken when necessary (parent phone call, letters home, parent conferences) based on these updates. It is not possible to provide proficiency levels of students since we do not have any eligible ELLs.

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.

If and when we have ELL's their level of English language mastery is at the advanced/proficient level. Instructional approaches and methodology vary with each teacher and subject. There is a great deal of individualized tutoring and afterschool instruction available for ELLs who are encouraged to attend. There are also recitation classes offered in science, a math seminar class in Year I which is designed to help students think and write about math and the metacognitive processes they employ to learn and understand mathematical concepts. We also have a Learning Center to help students with their writing and math skills. All materials used in every class is designed by the teacher and presented in English with the exception of Foreign Language classes. Therefore it is impossible to describe the materials they use except to say we stress the use of classical literature, primary source materials, group work, presentations, research papers and, essay writing. Native language support is given by other students and teachers who speak the same language as the ELL student. We currently do not have an ESL teacher on staff.

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?

Class assessments are designed and administered by the classroom teacher. We require a midterm and final exam be administered for most academic subjects. They are sometimes collective exams sometimes not. Other than this teachers are free to assess as often as they feel necessary. Assessments include but are not limited to, class assignments, quizzes, full period exams, presentations, essays and research projects. BHSEC students are required to make presentations in almost every class they take so all modalities are assessed. A final seminar research paper is required of all students in order to earn an AA degree from Bard College.

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

a. N/A

b. N/A

C. N/A

D. N/A

E. Teachers are informed of former ELLs in their classes. This number is usually extremely low. The teacher is expected to differentiate instruction for these students, and work closely with them to ensure progress and success.

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.

N/A

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?

Class sizes are kept to 20 students per class. This affords students ample opportunity for individualized attention, instruction and support for classroom work. A staple of BHSEC's core program is our Writing and Thinking program. Each year begins with writing seminar workshops for a week which establishes our school culture and sets a tone that is followed throughout the year in all classes. BHSEC's humanities classes are taught in a seminar style. Students are expected to engage in meaningful dialogue around the coursework and assigned text. The administrative staff does not review teacher materials for age appropriateness. We rely on our teaching staff to design age and grade appropriate material for class. IEPs are reviewed by the Special Education Coordinator throughout the year to maintain consistent application of IEP goals, age appropriate materials and ELL-SWDs. There is no specific technology available to support ELLs exclusively. All students are allowed to use the computer lab which is always available for student use.

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?

Special Education Coordinator monitors that all IEP goals and mandated services are carried out appropriately and effectively and that English language proficiency is attained. We only offer General Education classes, the least restrictive environment in a NYC high school and all ELLs with and without an IEP are placed in General Education classes. On occasion student scheduling will be modified to accommodate special student needs. We do not offer ICT classes at this time.

### 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<br>(Beginning)                               | EMERGING<br>(Low Intermediate)  | TRANSITIONING<br>(Intermediate)   | EXPANDING<br>(Advanced)  | COMMANDING<br>(Proficient)  |
|---|---|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)  | <b>2 units of study per week</b><br>(360 min.)        | <b>2 units of study per week</b><br>(360 min.)  | <b>1 unit of study per week</b><br>(180 min.)   | <b>1 unit of study per week</b><br>(180 min.)                  | Former ELLs must continue to receive services for an additional two years                                     |
| STAND-ALONE ENL   | 1 unit of study in ENL<br>(180 min.)                  | .5 unit of study in ENL<br>(90 min.)  |   |  |   |
| INTEGRATED ENL  | 1 unit of study in ENL/ELA<br>(180 min.)              | 1 unit of study in ENL/ELA<br>(180 min.)  | .5 unit of study in ENL/ELA<br>(90 min.)  | 1 unit of study in ENL/ELA or other Content Area<br>(180 min.) |   |
| FLEXIBILITY   |   | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)   |  | .5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services* |
| Chart   | 360 minutes per week                                  | 360 minutes per week  | 180 minutes per week  | 180 minutes per week   |   |
| STAFFING/ PERSONNEL   | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL teacher |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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(u) 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   | <b>STAND-ALONE ENL</b><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <b>INTEGRATED ENL</b><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL Teacher  |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>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.

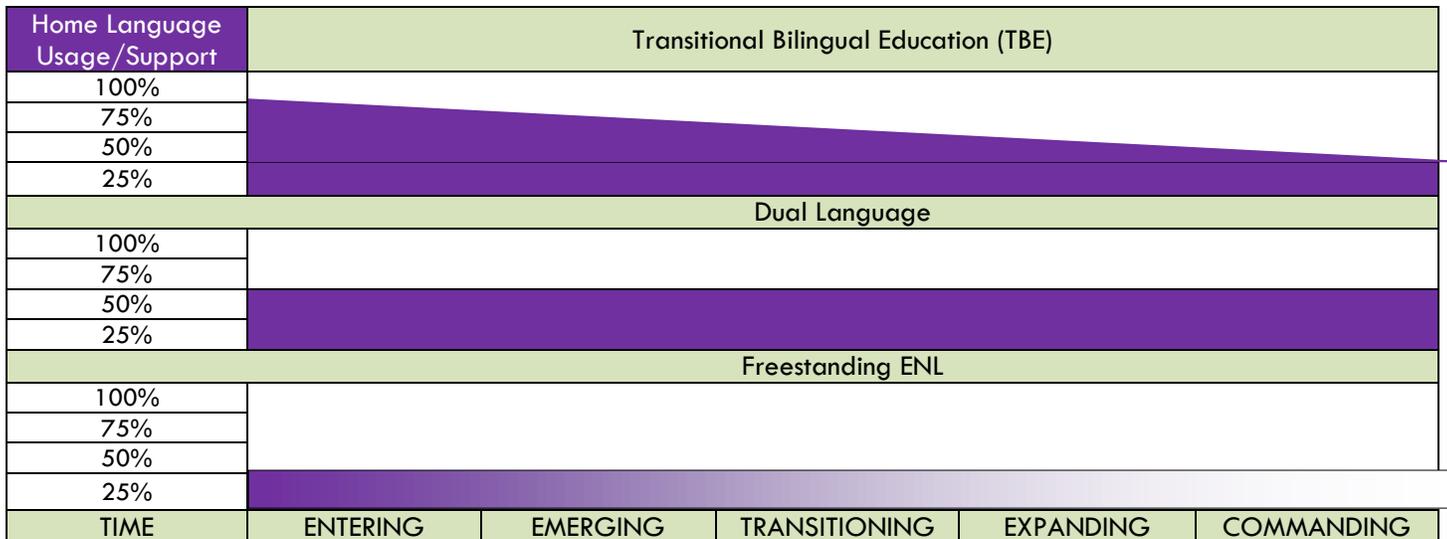


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**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. While we do not have an academic intervention program per se but we closely monitor ELLs academic progress and discuss the student's progress with teachers during post-observation conferences and on an as needed basis. Again we have an extensive tutoring program in all subjects and a writing center. All services are delivered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our program is measured by how quickly ELLs test out. I have been testing potential ELLs at our school for the last 12 years and I can attest to the fact that ELLs always test out of the program within a year of becoming an ELL. All teachers are made aware of our ELLs via confidential email.

Class assessments are designed and administered by the classroom teacher. We require a midterm and final exam be administered for most academic subjects. They are sometimes collective exams sometimes not. Other than this teachers are free to assess as often as they feel is necessary. Assessments include but are not limited to class assignments, quizzes, full period exams, presentations, essays and research projects. BHSEC students are required to make presentations in almost every class they take so all modalities are assessed.

Data is reviewed at least twice a term by the administration and more frequently by content area teachers.
12. What new programs or improvements will be considered for the upcoming school year?

Given our track record and success rate no new programs or improvements are being considered at this time.
13. What programs/services for ELLs will be discontinued and why?

Our program will remain the same and no services are being considered for discontinuance at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All programs, clubs, teams and services are available to all students in our school. We have never had a complaint from a student or parent that a program or club was unavailable to them because s/he was an ELL or was unaware that a particular program existed. We do not have any specific after school or supplemental program for ELLs other than the ones mentioned in the answer to question 8 above.
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.

We do not use standard common core materials offered by the DoE but rely on teacher made materials for their classes. All classrooms are equipped with a computer and LCD projector for teacher use. Students have access to the computer lab and library throughout the day when they have a free period. These rooms are open every day from 9:00 - 5:00.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We do not offer these programs at our school.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The LPT meets regularly to discuss support and services to ELLs to make sure they are age and grade appropriately. Professional development is provided to ensure that required services and supports provided are age and grade appropriate. Training is provided in-house to address the issue of age appropriate services and resources. The test coordinator is also in charge of book distribution and procurement and knows that every book purchased is age appropriate and meets their cognitive needs and mission of our school.
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).

All students, including ELLs, are encouraged to attend our Summer Bridge Program which orientates students to our school. We also have a Smart Scholar program that offers students support and leadership training. The Bridge Program is run by Ms. Kristi Powell and taught by a variety of teachers and the Smart Scholars Program is administered by Jeffrey Moss.
19. What language electives are offered to ELLs?

All students are required to take 3 years in one of the following languages at our school: Spanish, Latin or Chinese. There are electives offered in all three languages. These electives change every term.
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.)  
Last year we had intensive professional development workshops after school for many of our English teachers and other pedagogues interested in exploring ways to reach students who are struggling due to language issues. These workshops were conducted weekly by Instructional Specialists from the network. One teacher in particular conducted data analysis and continued the sessions throughout the spring term. All of the students identified and studied were not ELLs or former ELLs but were students in the bottom third of their class.
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?  
We do not teach the Common Core curriculum at BHSEC. Most of our students have met the standards and the expectation is to perform above state standards. However, teachers are aware of the Common Core Learning Standards in their discipline and address them in their lesson planning when appropriate. As stated many times throughout this document we do not currently have ELLs and therefore no teachers of ELLs but our teachers are very concerned about the students at the bottom third of their class and meet often to discuss ways to address their needs. Guidance counselors attend these meetings as well.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teachers are made aware of our ELLs and former ELLs. We have meetings to discuss struggling students and discuss methodologies that may help students transition from middle school to our strenuous high school curriculum. In addition, we provide tutoring 3 times a week, a Writing Center and promote Kahn Academy for math and science tutorials which is available in most of the preferred home languages.
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.

We have a Professional Development committee that addresses the professional development requirements as per CR Part 154.2 and will this year ask the superintendent to bring in trained staff developers to address these professional development requirements. The committee will reach out to our Deputy Director of ELLs to engage the Field Support Center in providing staff development for our teachers and staff. Teachers record their own Professional Development hours as part of their certification process. An agenda is provided for all PD, attendance is taken and hours are clearly designated on the attendance sheet. All teachers are encouraged to meet the minimum requirement for PD for ELLs.

### 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?

Parents are invited to school once a year for teachers to discuss with parents the goals and outcomes to date of the program we offer at BHSEC. When necessary we have an interpreter on hand in the parents preferred language. At this meeting a wide range of topics are discussed from the initial assessment of the student, a description of the student's schedule and classes, the additional help that is available and the progress the student is making in the program. Corrections and additional services are discussed if they are needed or services removed if they are no longer necessary. An open line of communication is established so the parent can feel comfortable to call if anything should change or needs to be addressed.

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.

All student records are kept in the student's cumulative file which is kept under lock and key in room 204. The LAP team meets annually with parents of ELL students to make sure their needs are being met.

As a matter of course the documents listed above are always translated into most of the parents' preferred language. Also as stated above, we hire translators by the Translation and Interpretation Unit of the Department of Education and by an approved DoE vendor, upon parent request and as indicated in our data. In addition, we have staff members who are fluent in all of the languages mentioned in Part B and have been used to translate for the parent from time to time. We also utilize the Translation and Interpretation Unit website on the intranet for documents we may need that are already translated. We maintain a list of staff members who are bilingual.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

As a matter of course the documents listed above are always translated into the parents' preferred language. Also we hire translators by the Translation and Interpretation Unit of the Department of Education and by an approved DoE vendor, upon parent request and as indicated in our data. In addition we have staff members who are fluent in all of the languages mentioned in Part B and use them to translate for the parent from time to time. We also utilize the Translation and Interpretation Unit website on the intranet for documents we may need that are already translated.

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

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

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

Most of the materials BSHEC disseminate to parents is translated into Chinese and Spanish including but not limited to our school profile, a fact sheet about our school, lunch applications, the Discipline Code and transportation pamphlets. During parent teacher conferences, we provide translators in Urdu, Chinese and Spanish among other languages. We have employees in our school who speak Urdu, Chinese and Spanish and can translate for a parent during guidance meetings and Open Houses.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
No, at present BHSEC is not working with an outside organization to provide workshops or services to ELL parents.

5. How do you evaluate the needs of the parents?

BHSEC has a series of progress meetings with ELL students, parents, teachers, guidance counselor, test coordinator, principal and interpreter if needed to discuss the parent's concerns and present information about the student's progress. These meetings occur about every two months. During the meeting staff will design a program specifically tailored to meet the needs of the student. The

Parent Coordinator will attend any meetings involving ELL students and parents to help make sure that their needs are met.

6. How do your parental involvement activities address the needs of the parents?

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

#### **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: Bard High School Early College**

**School DBN: 01M696**

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) |
|------------------|--|-----------|-----------------|
| Michael Lerner   | Principal                                    |           |                 |
| Camille Sawick   | Assistant Principal                          |           |                 |
| Carol Turitz     | Parent Coordinator                           |           |                 |
| Lee Johnson      | ENL/Bilingual Teacher                        |           |                 |
|                  | Parent                                       |           |                 |
| Dan Freund       | Teacher/Subject Area                         |           |                 |
| Joseph Danquah   | Teacher/Subject Area                         |           |                 |
|                  | Coach  |           |                 |
|                  | Coach  |           |                 |
| Anna Azeglio     | School Counselor                             |           |                 |
| Marisol Bradbury | Superintendent                               |           |                 |
|                  | Borough Field Support<br>Center Staff Member |           | 1/1/01          |
|                  | Other _____                                  |           | 1/1/01          |
|                  | Other _____                                  |           | 1/1/01          |
|                  | Other _____                                  |           | 1/1/01          |

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 01M696**

**School Name: Bard High School Early College**

**Superintendent: Marisol Bradbur**

**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](http://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**

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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.

Our Parent Coordinator, Carol Turitz, is primarily responsible for ensuring that we have accurate parent outreach information. She constantly combs through ATS, the blue cards, returned mail and PTA collected data to make sure we have the most accurate and up-to-date parent information. If all this fails, she will contact the student directly to ask for the missing information. She tells us which interpreters we need to hire for PTC and all other parent activities. We update the UPPG once a year when students first enter our school and then as needed throughout the year. However, students are never admitted to BHSEC after October.

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.

English, Spanish, Mandarin, Bengali and Russian

## Part B: Creating a Communications Calendar

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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.)

Our school profile and lunch forms are disseminated in our three primary languages: English, Spanish and Mandarin. School Messenger, our automated phone messenger system translates messages into the parent's preferred language according to the language listed in ATS.

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.

We meet with parents for Parent Teacher Conferences (11/12, 11/13, 4/14, and 4/15), Curriculum Night (9/30), College Transfer Office parent meetings (10/6, 11/4 and 12/2), guidance counselor meetings (as needed), disciplinary meetings (as needed), monthly School Leadership Meetings (9/21, 10/19, 11/9, 12/14, 1/11, 2/22, 3/21, 4/11 and, 5/9), monthly PTA meetings (9/17, 10/29, 11/19, 12/10, 1/21, 2/25, 3/31, 4/21, 5/19 and 6/6) and annual IEP meetings (as needed). Arrangement for interpreters are made in a timely manner for all events mentioned above.

## Part C: Providing Language Assistance Services

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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.

We hire translators by the Translation and Interpretation Unit of the Department of Education, when we can contact them by phone and translators are available. Translators are obtained based on parent requests, requests by the Parent Coordinator, guidance counselors, teachers, students and administrative staff. In addition, we have staff members who are fluent in all of the languages mentioned in Part B and used them to translate for parents from time to time. A roster is kept by the Parent Coordinator as to who on staff can translate for a parent and in which language they are fluent. We continue to utilize the services of the Translation and Interpretation Unit for smaller documents and documents without pressing deadlines because we have noticed in the past that we cannot get our documents translated by this unit in a timely manner. In that case we use an outside agency.

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.

Our Parent Coordinator will reach out, as she does every year, to our experienced guidance staff to let her know if interpreters are needed for any parent meetings. She will then request the Assistant Principal hire the required interpretation service for the meeting and depending on availability and need. In the past we have used and will continue to hire a variety of interpretation services such as in-person interpreters, over-the-phone interpreters or an in-house interpreters. Over-the-phone interpreting services would only be utilized by our experienced guidance counselors in conjunction with the classroom teacher.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Our Parent Coordinator will reach out, as she does every year, to our experienced guidance staff to let her know if interpreters are needed for any parent meetings. She will then request the Assistant Principal hire the required interpretation service for the meeting and depending on availability and need. In the past we have used and will continue to hire a variety of interpretation services such as in-person interpreters, over-the-phone interpreters or an in-house interpreters. Over-the-phone interpreting services would only be utilized by our experienced guidance counselors in conjunction with the classroom teacher. Every teacher received a copy of the "I Speak" card with the phone number of the over-the-phone interpretation unit after a brief professional development session during our September faculty meeting.

#### **Part E: Providing Notice of Language Assistance Services**

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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

We have the notifications listed above posted and available to make parents aware of the services available to them. At all PTA meetings, Parent Teacher Conferences, CTO meetings and Parent Night our Parent Coordinator greets parents at our main entrance. She also provides each parent whose primary language is a covered language and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>. We also post near the main entrance a sign in each of the covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. Our school safety plan contains procedures for ensuring that parents in need of language access services are not prevented

from reaching the school's administrative offices solely due to language barriers.

### **Part F: Monitoring and Quality Control**

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

We are a small school and are always working to better serve our parents' needs which will in turn meet our students' needs. We are constantly emailing parents, to let them know what is going on in our school and welcome their input. In addition to general email blasts the principal sends out a Principal's Weekly email update to parents where he informs them about the week's happenings and about upcoming events. In addition, our Parent Coordinator knows our parent population well and many parents do not hesitate to reach out to her for advice and information which she then funnels to the appropriate school personnel. As much as possible, we disseminate information to parents through School Messenger which translates the message into the preferred parents' language. At the next SLT, I we will discuss the creation of a parent focus group for feedback about communication and how to improve it.