



THE BACCALAUREATE SCHOOL FOR GLOBAL EDUCATION

2008-09 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 30Q580

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ASTORIA NEW YORK 11106

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q580 SCHOOL NAME: The Baccalaureate School for Global Education

DISTRICT: 30 SSO NAME/NETWORK #: Empowerment/ Emily Sharrock

SCHOOL ADDRESS: 34-12 36th Ave

SCHOOL TELEPHONE: 718-361-5275 FAX: 718-361-5395

SCHOOL CONTACT PERSON: Kelly Johnson EMAIL ADDRESS: Kjohnso2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Susannah Zweighaft

PRINCIPAL

Kelly Johnson

UFT CHAPTER LEADER

Adam Noor

PARENTS' ASSOCIATION
PRESIDENT

Julie Levine

STUDENT REPRESENTATIVE
(Required for high schools)

Katie Schwartz

Adam Popper

COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT

Bonnie Laboy

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Kelly Johnson	*Principal or Designee	
Adam Noor	*UFT Chapter Chairperson or Designee	
Julie Levine Schwartz	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Susannah Zweighaft	SLT Chairperson	
Katie Schwartz	Student Representative, if applicable	
Adam Popper	Student Representative	
Jennifer Dikes	UFT Representative	
Aly Lahkaney	UFT Representative	
Amy Reichel	DC 37 Representative, if applicable	
Joyce Soo	Parent Representative	
Lourdes Nasongkhla	Parent Representative	
Melissa Hinson	DC 37 Representative	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Baccalaureate School for Global Education (BSGE) was created to offer an elite credential to a diverse student body in the New York City public school system. BSGE is built on the commitment to high academic standards employing the philosophy and requirements of the International Baccalaureate Organization (IBO). However, BSGE is unique in the IBO world as all students, opposed to a select few, are provided access to the International Baccalaureate Diploma. At our inception we were one of just three public schools in New York City attempting to implement the International Baccalaureate (IB) Middle Years Program (MYP) and Diploma Program (DP) and the only public school to so it school wide.

The majority of BSGE students enroll into the 7th grade and remain until graduating from high school thus have four years of preparation before beginning the Diploma Program. IB students' achievement is evaluated using criterion referenced assessments which permits students a greater degree of ownership of their learning and achievement as the criteria for each score is explicit and qualitative.

The MYP spans grades 7-10 and exposes students to a core curriculum of eight subjects, Math, Science, English, Humanities, Visual Arts, Music, Technology, a Foreign Language and Physical Education and 100 hours of Community Service. The MYP course of study culminates with a final assessment called the Personal Project in which students research a self-chosen topic or problem and present their study to fellow BSGE students. The Personal Project is a year long independent endeavor and students are assigned supervisors within the school building who help guide their work.

The DP spans grades 11-12 and affords students the opportunity to study six subject areas in-depth; three subjects for 1 year and three for two years. The courses offered at BSGE are History of the Americas, Language B (Foreign Language), Chemistry, Biology or Physics, Language A1 (English), Visual Arts or Information Technology in a Global Society, and Math (studies and standard level). To qualify as an IB DP candidate students must also fulfill 150 Community Action and Service hours, complete a research paper (Extended Essay), and take a Theory of Knowledge course.

A comprehensive Metacognitive Literacy Program consisting of the 'Habits of Mind' and Thinking Strategies (Habits of Good Readers) are at the core of the school's success. Through modeling and group and individual practice, students are taught seven (7) explicit strategies to use as they read text. Through this same instructional process students are taught a framework for critical analysis: point of view, evidence, connections, alternatives, relevance and action.

Critical to BSGE's success is the commitment of the faculty and staff at BSGE. The BSGE school family operates on both an intellectual and emotional level. Both are a necessity as the work requires all constituents to operate in many realms as every goal or tasks requires 'out of the box/cubicle' thinking to execute because we are a school-wide IB program in a NYC public school.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The Baccalaureate School for Global Education			
District:	30	DBN #:	Q580	School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 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 checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					94.7	96.4/93.8	97.0/94.9		
Kindergarten				Student Mobility:					
Grade 1				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 2					98.5	99.5	97.7		
Grade 3				Eligible for Free Lunch:					
Grade 4				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 5					29.0	29.6	33.3		
Grade 6	100	72	71	Students in Temporary Housing:					
Grade 7	74	92	75	(Total Number as of June 30)	2006	2007	2008		
Grade 8	69	82	80		0	0	2		
Grade 9	61	68	80	Recent Immigrants:					
Grade 10	54	60	68	(Total Number as of October 31)	2006	2007	2008		
Grade 11	52	52	56		1	2	2		
Grade 12	0	0	0	Suspensions:					
Ungraded Elementary	410	426	430	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Ungraded Secondary									
Total									
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	0	0	0						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	0	0
Number all others	1	1	1	Superintendent Suspensions	0	0	0
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	5	3	7	Number of Staff:			
# ELLs with IEPs	0	0	0	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	29	35
				Number of Administrators and Other Professionals	3	3	4
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	0	0	0
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	43.8	58.6	74.3
Black or African American	18.0	18.3	14.6	Percent more than five years teaching anywhere	21.9	27.6	42.9
Hispanic or Latino	26.6	29.1	29.5				
Asian or Native Hawaiian/Other Pacific Isl.	24.2	17.8	17.7	Percent Masters Degree or higher	81.1	90.0	91.0
White	31.0	34.7	38.1	Percent core classes taught by "highly qualified" teachers (NCLB/SFD definition)	81.1	84.6	83.2
Multi-racial							
Male	40.2	41.1	43.5				

DEMOGRAPHICS							
Female	59.8	58.9	56.5				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)		
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	IGS	ELA:	IGS
	Math:	IGS	Math:	IGS
	Science:	IGS	Grad. Rate:	IGS

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√	√	√	√
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-	-	-	
Hispanic or Latino	√	√	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	
White	√	√	√	-	-	
Multiracial						
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient	-	-				
Economically Disadvantaged	√	√	√	√	√	
Student groups making AYP in each subject	4	4	3	2	2	1

Key: AYP Status

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade		Overall Evaluation:	√
Overall Score	58.1/79.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.2/10.6	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	17.7/18.0	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	30.2/50.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	0.0/0.0	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The school's strengths revolve around the commitment of faculty, staff and the parent community to its vision and mission. Faculty and staff, the front line of any school in terms of student achievement and improvement, are empowered to independently address student needs, establish goals and action plans, and are afforded the resources needed for implementation. When the school is unable to provide resources, due usually to the budget, the parent community has stepped in to provide funds, time and connections.

BSGE is a school in "Good Standing" a rating sustained by accomplishments that serve as a source of motivation for the school community. These include the school's graduation rate, the number of students earning an Advanced Regents High School Diploma, the percentage of graduates entering four year post secondary schools and the number of students earning the International Baccalaureate (IB) Diploma or IB Subject Certificates.

Since the implementation of school progress reports BSGE has been a school in good standing for both the middle and high school. The school's overall student attendance rate has remained in the mid 90's. The rate of student promotion has consistently been in the high 90's and parents are overall satisfied with the school as report on the Learning Environment survey. The one challenge we've had to address regarding this element is parent communication and engagement. To improve on this elements we have established a parent list serve, maintained by the parent coordinator, and have made concerted efforts to invite parents to chaperone trips and participate in student activities.

Each year, as reported in the Department of Education's student information system, Automate the Schools (ATS), the percentage of students graduating in four years has risen, beginning with a 90% graduation rate in 2006. Since the first graduating class BSGE has experienced an increase in the number of students earning an Advanced Regents New York State High School Diploma and a steady rate of students earning the Advanced Diploma with Honors. Over 90% of the school's graduates have received acceptances into 4 year post secondary schools. This is reported on the school's Progress Reports as well as in ATS.

The graduation rate is based in part on students' passing 5 Regents exams. As the minimum score needed to pass a regents exam is increasing we looked a student data, on ARIS, for possible areas of concern. This analysis revealed that more students scored below a 75 on the Global History and United States History Regents exams than on any other regents. Also, that these students were either former or current ELLS. The Humanities teachers, looking at the names of the students, noticed a trend- the students in our target population were students who refused to attend Regents

review sessions. To address this trend Humanities teachers are going to mandate that certain students attend review sessions but also will incorporate more ELL strategies in their instruction.

The 2006-07 academic year was the first year students could be registered as full IB Diploma candidates. That year 8 students earned the IB Diploma, and 5 students earned the required number of points but were not awarded the credential because the points earned were not spread uniformly across the areas assessed, demonstrating mastery. Each year since then, the percentage of students awarded the IB Diploma has risen. Students not registered as IB Diploma candidates or who did not earn the required points earned Subject Certificates for the assessments they took.

The challenge before the BSGE school community is to increase the percentage of students earning the IB Diploma. One of the barriers to this is directly tied to funding and the school's ability to continue to create access amongst a diverse student body.

The budget projection for next year raises concerns about the ability to sustain student success on the IB assessments because for many students resources are solely tied to the school. Recently, funding reduction has resulted in the school having to reduce the size and focus of After-school Academic Intervention Services (AIS). Because of the budget AIS focuses on students who demonstrate a need based (achieving a 3 out of 7 or less) on the Periodic Assessments administered four times a year in every core subject. These assessments target New York State standards in English Language Arts and Math as well as IB assessments students take in the 11th and 12th grade. A robust After School Program with AIS and access to teachers to assist with class projects and IB specific tasks, access to computers and a space to work without the distractions found in the home are, according to past and current students and their performance, is needed. Many students achieve a 4 or more on the periodic assessments but could benefit from and want additional instruction.

The latter reality is a key component of the void created by a reduction in funding. Students, across all grades, state that they get distracted at home thus are more productive when they remain in the school. According to students chores and siblings aren't the only distractions they must contend with. The lure of neighborhood friends whose academic demands and interests are dissimilar to theirs is a major distraction. To avoid this students remain in the building after school to complete assignments or study but can also be found engaged with an adult around the topics covered or mentioned in class. This expands their knowledge beyond the curriculum. Students' engagement with teachers after-school, is however, due to funding impromptu. One of the suggestions mentioned by the School Quality Review (SQR) evaluator in 2008 is to provide students, capable of moving beyond the curriculum, with more opportunities to do so.

The work of the Inquiry Team/ Professional Learning Groups (PLG) is also focused on increasing the percentage of students earning the IB Diploma. The team focuses on students' achievement on IB exams and award of the IB Diploma. The Inquiry Team reviewed student data and surveyed students about their academic interests. The team, over the past two years, found a correlation between student motivation and scores on a science Regents exam taken in high school with award of the IB Diploma. Last year the team focused on the students who did not earn the IB Diploma but whom teachers predicted would earn it, and the students who came close. This analysis led again to students' motivation and performance on a science Regents taken in high school (students take their first science regents in the 8th grade) but also course offerings.

As a result of the Inquiry Team's work we have modified the program to give students more experience in certain subjects earlier in their high school years, focused on literacy related to science texts and have paid more attention to the timing and scheduling of in-class assessments and projects. The latter effort targets student motivation to earn the IB Diploma; complete IB External Assessments, complete all of the IB Diploma components and prepare for the IB exams taken in May.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Improve students' performance on the June 2009 and future Global Studies and United States History (USH) Regents Exams. Decrease the number of students scoring below a 75 on the USH Regents and Global Studies Regents Exam by 5% so that fewer than 15% score below a 75 in USH and 10% below a 75 on the Global History Regents. Regents scores in all other subjects are very high with the exception of those in USH and Global Studies, and we believe that we can improve these scores, especially for our lowest scorers, most of whom tend to be current and former ELL students.
2. Increase the number of teachers participating in Professional Learning Groups (Inquiry Teams) to 75% of teachers by June 2009. We would like to increase the leadership capacity of all teachers in order to further the eventual goal to increase the number of students earning the IB Diploma. We will use PLGs, and the support provided by an external grant, as a way to facilitate this goal.
3. By November 2008, develop grade-wide systems and use multiple data sources to identify students in need of remediation or most in need of improvement along with specific student-centered protocols for targeting remediation and measuring progress. As a small school, we pride ourselves in knowing our students well, but agree with our SQR report that more consistent systems would be beneficial.
4. Beginning in September 2008 provide consistent AIS in the form of skills instruction, to students identified at the end of the 8th grade as at risk for success in high school. We have learned that offering additional help in eleventh grade, as they enter the IB Diploma Program, is too late. By the end of eighth grade, we know our students well enough and need to better support them as they enter the high school grades.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Global History & United States History Regents

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve students' performance on the June 2009 and future Global Studies and United States History (USH) Regents Exams. Decrease the number of students scoring below a 75 on the USH Regents and Global Studies Regents Exam by 5% so that fewer than 15% score below a 75 in USH and 10% below a 75 on the Global History Regents. Regents scores in all other subjects are very high with the exception of those in USH and Global Studies, and we believe that we can improve these scores, especially for our lowest scorers, most of whom tend to be current and former ELL students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1. In discipline (subject) and grade teams teachers will:</p> <ul style="list-style-type: none"> • analyze the classroom and standardized test data • identify patterns of student achievement/performance. • develop plans to address widespread deficiencies in content knowledge • use classroom data and practice tests to identify students in the lowest quartile as the AIS target population for intervention the identified patterns and student needs. (The plans to address the needs of this population will include adjustment of in-class curriculum and instruction and AIS after school) <p>2. AIS services targeting the Global History and United States History Regents exams will begin a month earlier than before and will consist of mandated, intensive small group instruction. The Humanities teachers will determine who provides after-school instruction and the strategy for implementation.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>1. Teachers are compensated for after school regents prep via per session. This year some of the funding will come from the school's C4E allocation.</p>

Indicators of Interim Progress and/or Accomplishment

*Include: interval of periodic review;
instrument(s) of measure; projected gains*

The progress or success of the action plan will be assessed midway by the administration of previous year's exams.

Subject/Area (where relevant): Professional Learning Groups

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of teachers participating in Professional Learning Groups (Inquiry Teams) to 75% of teachers by June 2009. We would like to increase the leadership capacity of all teachers in order to further the eventual goal to increase the number of students earning the IB Diploma. We will use PLGs, and the support provided by an external grant, as a way to facilitate this goal.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Grade and Discipline team coordinators will serve as Professional Learning Group (PLG) facilitators. PLG facilitators will meet monthly to plan agendas for completing the tasks given by the principal, identify appropriate protocol and reflect on the effectiveness of protocols used.</p> <p>PLGs will examine student data and make recommendations for improvements in order to increase achievement on the International Baccalaureate exams. Administration will use this information as an additional data source for creating the schedule and allocating resources within the school.</p> <p>Identify a lead teacher to coordinate the work of the PLG facilitators.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> * Several PLG members attended a workshop during the summer. The workshop was given by IB North America (IBNA). * PLG Facilitator meetings will be paid for through the IB North America grant.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>PLG facilitator sign-in sheets. Minutes from discipline and grade team meetings. Summary sheets documenting the work of the discipline and grade teams.</p>

Subject/Area (where relevant): Small Group Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By November 2008, develop grade-wide systems and use multiple data sources to identify students in need of remediation or most in need of improvement along with specific student-centered protocols for targeting remediation and measuring progress. As a small school, we pride ourselves in knowing our students well, but agree with our SQR report that more consistent systems would be beneficial.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In grade teams teachers will identify the students at risk of not meeting State or IB standards. These students will be mandated to participate in Small Group Instruction and teachers will work with these students to develop goals for participating. Teachers will identify, with students, the areas that need improvement, what they need to do to improve and how this work will be accomplished. Teachers will develop Student Goal sheets for each student participating in Small Group Instruction (150 minutes/week). These goals will be monitored regularly by teachers. The principal will use goal sheets and data sources in helping teachers in their own professional development. Data from DY0 assessments and progress reports will be collected in electronic form to facilitate examination over time and with different cohorts of students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Grade team structures are already in place to allow teachers to strategize together about students' needs and structures. Money has been allocated to allow grade teams to hold additional meetings to ensure sufficient time for discussion of student progress.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The objective evidence will be student's performance on the DY0 assessments, student progress and report cards.</p>

Subject/Area (where relevant): **AIS**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Beginning in September 2008 provide consistent AIS in the form of skills instruction, to students identified at the end of the 8th grade as at risk for success in high school. We have learned that offering additional help in eleventh grade, as they enter the IB Diploma Program, is too late. By the end of eighth grade, we know our students well enough and need to better support them as they enter the high school grades.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Eighth grade teachers will examine progress reports and anecdotal/ conferencing records across the subject areas in order to create a list of students at risk for success in high school. The students identified will be provided AIS in the form of skills supporting in-class instruction and literacy. The program will consist of one class and be instructed by a senior/lead/ experienced teacher who has demonstrated, by student’s performance, success working with this population. The group will be kept small to allow group work as well as individual conferencing on a regular basis. Literacy and thinking about big ideas will be a focus as this has been found to be a critical component in motivation and achievement. Organizational skills will be an additional secondary focus.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The AIS class will be scheduled in place of one of the 9th grade Art class (students will have Art in the 10th grade).</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>An indicator of the success or progress of this program will be students’ grades on their mid-semester Progress Report and Fall semester report card.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	10	8			5	0		
8	5	10	20		4	0		
9	15	12	10	15	6	0		
10	5	6	20	5	9	0		
11	12	8		15	5	0		
12	16	8	15	12	5	0		

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Approaches to learning (ATL): organizational skills, study practices & attitudes toward work, collaborative skills, communication, information literacy, reflection, problem solving and thinking skills, research and investigation skills</p> <p>BSGE’s Meta-cognitive Program; 7 Habits of Good Readers, Habits of Mind Reader’s Apprenticeship Program Grades 7 & 8- New York State test prep, 10th grade ELA Regents prep, IB Lang A1</p> <p>Students mandated by their subject teacher must attend at least a one day a week session for 50 minutes to an hour. AIS includes:</p> <ul style="list-style-type: none"> * 7th & 8th grade- New York State test prep and homework help. * 9th & 10th grade- reinforcement of literacy strategies and exposure to and review of the text prior to class. * 11th & 12th grade- structured lessons around IB Diploma tasks, mini lessons on concepts or skills not mastered as assessed by the teachers or identified by students. 11th & 12th grade teachers also help students with their profiles for college applications and personal statements.
<p>Mathematics:</p>	<p>Students mandated by their subject teacher must attend at least a one day a week session for 50 minutes to an hour. AIS includes ATL for all and</p> <ul style="list-style-type: none"> * 7th & 8th grade- mini lesson on concept and skills. New York State test prep and homework help. * 9th & 10th grade- review of concepts taught in class, mini lesson on concepts and skills the teacher assessed that students have not mastered or that students indicate they have not mastered. * 11th & 12th grade- structured lessons around IB Diploma tasks based on students’ need, review of concepts and skills not mastered and assistance with IB internal assessments.
<p>Science:</p>	<p>Students mandated by their subject teacher attend one day a week session for 50 minutes to an hour. AIS includes ATL for all and</p> <ul style="list-style-type: none"> * 7th grade- homework help, test review. * 8th grade- Living Environment Regents test prep, lab skills review and homework help. * 9th & 10th grade- Lab, review of skills needed for required lab experiments, assistance preparing lab reports and Regents test prep. * 11th grade- structured lessons around IB Diploma tasks based on students’ needs, additional time to complete in-class assessments and lab experiments, lab prep review, and IB exam prep.

Social Studies:	<p>Students mandated by their subject teacher must attend at least a one session a week for 50 minutes to an hour. AIS includes ATL for all and</p> <ul style="list-style-type: none"> * 7th & 8th grade- homework help and reinforcement of comprehension strategies with structured lessons using text covered in class. * 9th & 10th grade- review of concepts taught in class, reinforcement of comprehension and thinking strategies with mini-lessons using text related to class but not read in class. Also includes assistance with projects and Global History exam prep. * 11th & 12th grade- structured lessons around IB Diploma tasks based on students' need, review of concepts and skills taught in class, United States History Regents prep, and assistance with IB internal assessments.
At-risk Services Provided by the Guidance Counselor:	<p>The Guidance Counselor meets with both mandated and non-mandated students, with or without an appointment. The services consist of individual counseling, review of transcript and assistance with decisions pertaining to the high application process. The parents of many of our students are not able to effectively assist their child, and thus rely on the guidance counselor to review and explain available options. Impromptu mediation and group counseling for students who self identify or at the request of parents or teachers is also offered.</p>
At-risk Services Provided by the School Psychologist:	Not Applicable
At-risk Services Provided by the Social Worker:	Not Applicable
At-risk Health-related Services:	<p>One student checks in with the nurse to ensure compliance to doctors' recommendations and instructions related to her health issues.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Descriptions

Type of Program: ___ Bilingual ___4_ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: _____4_____

This year there are 4 ELL students across 6 grades; one 8th grader, two 11th graders and one 12th grader. Given the small number of students, services are provided in class, in advisory (Metacognitive Literacy Program) and during the provision of AIS. We have one English teacher trained to provide ESL services. The 8th grade student is in this teacher's ELA class. Our AP assigned is a licensed ESL supervisor who works with the 11th grade and 12th grade ELA teachers in providing instruction for the ELL students in their classes. Contingent upon funding and availability we will hire an ESL teacher part time to provide services.

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: Main District 30

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column. **N/A**

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
N/A	N/A	N/A	N/A	N/A	N/A	N/A

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL) N/A - Fully integrated programs

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

N/A

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 8,11,12 **Number of Students to be Served:** 4 **LEP** 4 **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** AP Assigned

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

NOT APPLICABLE

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

THE AP ASSIGNED IS A LICENSED ESL SUPERVISOR. THIS AP WORKS WITH THE LICENSED ELA TEACHERS AND GRADE TEAMS SERVICING OUR SMALL POPULATION OF STUDENTS

Form TIII – A (1)(b)

NOT APPLICABLE

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At parent orientation for new families our Parent Coordinator has parents complete a form that asks the language that they prefer to receive services in. Families that do not attend the orientation will be mailed the form which asks that it be returned to the Parent Coordinator. Families' language preference will also be obtained from the Emergency Blue Card that the school maintains on each student. The responses are entered into a student data system, Automate the Schools (ATS), and the language preference report is generated to ensure that families receive written material in their preferred language.

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

Thus far 1% of our parent community prefers Bengali, 1% Chinese, 4% Korean and 6% Spanish.

Part B: Strategies and Activities

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

BSGE will use faculty and staff to translate written material whenever possible and DoE Translation and Interpretation Unit when not possible. We will also utilize per diem personnel who are familiar with the school.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

When time permits services from DOE's Translation and Interpretation Unit will be scheduled. When time does not permit faculty, staff and older students will interpret for families. We will also utilize per diem personnel who are familiar with the school.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Parent Coordinator is the designated staff member responsible for fulfilling this requirement. Using the data obtained from parent surveys about preferred languages she ensures that the Parents Bill of Rights is available in the languages needed. This year we will mail the Parents Bill of Rights to parents whose preferred language is other than English. Currently a link to the Parent's Bill of Rights, in English, is on the school website.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix. **NOT APPLICABLE**

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year _____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$ _____; 10% of Title I allocation = \$ _____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).

*All SURRE schools must complete this appendix. **NOT APPLICABLE***

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURRE Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production,

composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

BSGE has a total of 4 ELL students. The Assistant Principal, an ELL supervisor who has extensive experience in ELL education, is aware of the needs of the ELL students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school recently lost its ESL teacher to an Empowerment Network. Due to budget cuts and the target population (4 students) this position was not filled. Students therefore are not fully served but are services given the resources available.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We have moved the ELL students' English class so that they are with a teacher who is knowledgeable about ELL curriculum and instruction. We are also seeking a part-time ESL teacher to work in-class with these students as well as work with all teachers to inform and educate them on appropriate strategies, some of which all students can benefit from.

1B. Mathematics

UPDATED – OCTOBER 2008

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. *The team of Mathematics teachers has engaged in a process to align curriculum for all grades, 7th – 12th, served at the school. They have examined state standards and expectations as well as those for the International Baccalaureate.*

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

UPDATED – OCTOBER 2008

The work done to map out skills from 7th to 12th grade, now represented in an extensive Excel Worksheet, shows clear evidence of alignment. This document will be revisited regularly by all teachers and is a potential frame for supervision and inter-visitations.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Formal and informal observations as well as walk-throughs indicate that the school's beliefs and values related to teaching and learning are in evidence in ELA classrooms.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school promotes a modified workshop model and value inquiry learning. School-wide protocols are practiced that give students significant independence, that allow for structured conversation in small groups and as a whole class. Several professional development sessions focus on strategies and protocols that assume a high degree of student input/independence in lessons. The variety of formative and summative assessment tasks provide additional evidence.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Informal and formal observations and walk-throughs indicate that the school's beliefs and values related to teaching and learning are in evidence in Math classrooms.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school promotes a modified workshop model and value inquiry learning. School-wide protocols are practiced that give students significant independence, that allow for structured conversation in small groups and as a whole class. Math teachers use a variety of formative and summative assessment tasks that include independent, partner, and group work and thus provide additional evidence.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school is just seven years old and relatively small. A simple examination of the organizational chart over the past few years gives a clear picture.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Close to half of the teachers have been at the school since the first two years of its existence. There has been significant turnover in the Spanish teachers, but apart from that, the retention rate has been high.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
ELL instruction and professional development has not played a role of any significance.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We recently lost one of our ESL teachers. Other teachers have not been given any regular opportunities to participate in professional development at the school or outside.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are hoping to hire an experienced ESL teacher who will work with students as well as their teachers to help them incorporate tested ELL strategies into their curriculum. This teacher will also have opportunities to attend professional development to continue to learn.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

UPDATED – OCTOBER 2008

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Given that we have such a small number of ELL students, the information is easy at hand.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers have easy access to standardized testing information through the Guidance Counselor and the Assistant Principal. Data for the Periodic Assessments is maintained by the teachers themselves. Regular grade team meetings are an opportunity for teachers to share information about ELL students' progress across the content areas.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
We have two students with IEPs. The data is easily at hand.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The accommodations required are minimal and the guidance counselor is well placed to share information and suggest strategies as needed.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Only two students have IEPs. Their data is easily at hand.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Given the nature of the IEPs, behavior goals and objectives are not needed.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 15, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	30Q580
School Name	The Baccalaureate Scjool for Global Education
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 22,285
Principal Name	Kelly Johnson
Principal Email	kjohnso2@schools.nyc.gov
Principal Phone	7183615275

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 16,744
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

Program Description: Introduction to Theory of Knowledge (ToK) A mandatory introductory course will be scheduled for 11th grade student additional class, one day a week. Currently we have three (3) 11th grade classes and each will meet once a week as an extended day class. Baccalaureate School for Global Education (BSGE) is an International Baccalaureate (IB) School offering both the Middle Years (grades 7-11) Programs (grades 11 & 12). ToK is a core course requirement of the International Baccalaureate Diploma Program (DP) that has been taught grade as an elective or not at all prior to the 12th grade. When taught as an elective instructional time for another IB course was reduced to the class. When ToK was only taught only in the 12th grade students had too few instructional hours in which to learn the course content a achieving a good score on the externally marked ToK assessment paper. A score of A or B is needed for a student to be in good standing to Diploma.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Please describe the program.

Program Description: 7th & 8th NYS Math & ELA Exam Prep This program will consist of after-school classes targeting students not demonstrating proficiency on our DY0 assessments relative to NYS 7th & 8th grade standards and performance indicators in Math and ELA.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners

- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers \$ 5,539

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

Program Description: International Baccalaureate Middle Years Program Coordinator/Coach A teacher/consultant and former School Achievement who was a program evaluator for the International Baccalaureate Organization will work with teachers and the principal on the implementation of the Middle Years Program. This individual will work in the school 1-2 days a week as a consultant. She will evaluate the school's status on the implementation of the Middle Years Program and help us prepare for the official program evaluation. The consultant will observe classrooms and help develop professional development sessions targeting IB Middle Years Program components. The implementation of our IB Middle Years program is essential to the number of students registered as IB Diploma Candidates in grades 11 & 12.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (and appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
- No