



**BARUCH COLLEGE CAMPUS HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 02M411**

**ADDRESS: 55 EAST 25<sup>TH</sup> STREET, NEW YORK, NY 10010**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M411      **SCHOOL NAME:** Baruch College Campus High School

**SCHOOL ADDRESS:** 55 East 25<sup>th</sup> Street, New York, NY 10010

**SCHOOL TELEPHONE:** 212-683-7440      **FAX:** 212-683-7338

**SCHOOL CONTACT PERSON:** Alicia Pérez-Katz      **EMAIL ADDRESS:** Aperez3@school  
s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sha Nay Chan

**PRINCIPAL:** Alicia Pérez-Katz

**UFT CHAPTER LEADER:** Lauren Loizides

**PARENTS' ASSOCIATION PRESIDENT:** Ellen Ettinger

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Lori Ettinger

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 02      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Marina Coffield

**SUPERINTENDENT:** Elaine Goreman

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Elisabeth Jaffe	*Principal or Designee	
Marc Harper	*UFT Chapter Chairperson or Designee	
Ellen Ettinger	*PA/PTA President or Designated Co-President	
*	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N / A	DC 37 Representative, if applicable	
Jenisse Bouret	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Ruth Cogan	Member/Teacher	
Monique Blakes	Member/Parent	
Shay Nay Chan	Member/Parent	
Joelle Huertas	Member/Student	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **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.

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Baruch College Campus High School (BCCHS) is a school that was founded as a District 2 high school, in collaboration with Baruch College. The vision of the school was to create a community high school (all of our students come from District 2 middle schools) which prepared all students for college, with a rigorous curriculum. Now in its tenth year, the high school continues to grow and support a wide range of students. Staff is paramount in the development of curricula and programs, and classroom instruction consistently involves collaborative learning, broad student engagement, and a focus on critical thinking.

#### Advisory program

- In advisory, we reinforce literacy with advisory letter exchange (now online) and independent reading. A significant number of students at BCCHS are former ELL students, so this additional focus on literacy through advisory helps support non-native English speakers. Advisors track individual student progress by reviewing each student's academic grades and progress report feedback, setting quarterly goals with the student, and communicating with the student's parent/guardian and teachers about progress towards these targeted goals.

#### Creative Scheduling

- The school is programmed so that departments meet weekly during the school day, and work collaboratively on designing our own interim assessment.
- Teachers are programmed for a weekly meeting time with their collaborative partner, which is a model that pairs two teachers together who teach the same subject area and grade, and they co-plan together.
- All of our students take courses that exceed the New York State requirement for graduation. In order to receive a BCCHS diploma, students must receive a 70% score for credit, and take four years of math, English, Science and history. Students are also required to complete two years of art, and writing arts, twenty hours of community service a year and read 25 independent books.

#### Teacher Mentoring Program

- All teachers new to BCCHS are paired with a mentor in their first year. Mentors observe their mentees weekly and meet weekly to debrief and set goals.

#### Classroom environment and practice:

- Essential questions for the course are posted in all rooms. All essential questions are spiraled by year, so that there are common strands across subject areas. Print-rich walls support our efforts at differentiated practice.
- Groups are heterogeneously created and are restructured after each unit, as teachers collaboratively plan how to differentiate and pair students with others who will enhance their learning.
- In writing arts classes, students are engaged in the workshop model.
- Courses are interdisciplinary, with common strands linking subject areas.
- In the twelfth grade, there is an emphasis on service learning, with seniors conducting field work in Environmental Science at the Bronx River and Stuyvesant Cove, investigating the reasons for homelessness in New York City in government, and learning personal finance in economics.
- Teachers have developed school-wide programs, supporting investigative learning. For instance, the math department hosts the annual "NCSM – National Council for Students of Mathematics" which was modeled after the NCTM (teachers of math) conference they attended.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 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"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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 implications 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?
- 

### **Quantitative Data Analysis:**

**Progress Report:** In reviewing the 2008-09 Progress Report we found that our lowest weighted Regents pass rate was in Science with 53.3% and US History with 56.5%. This can be attributed to students entered at a higher level in their middle school exams and there was less growth.

**Learning Survey:** In reviewing the 2008-09 Learning Survey we found that an area where we scored lower was the school contacting parents about their child's achievements and successes, with 24% of parents feeling that we don't. This past year, we have tried to improve communication with the families by making our school website more robust. However, it still does not address this area. Our hope is through piloting the ILPs online next year, we can begin to have more detailed communication with families about students' goals and benchmarks. In our advisory class each quarter we are also sending home with students a list of classes in which students struggles and their plan of action to improve their performance, a list of successes, and a student generated SMART goal that is specific, measurable, attainable, realistic, and timely. Parents will sign this sheet and students will return it to their advisors who will keep it in a binder for future reference.

Parents indicated that they would like more or better arts programs. This past school year, we added a music elective course for our 11<sup>th</sup> and 12<sup>th</sup> graders. For 2010-2011, we are hoping to secure a grant through the LMCC and Manhattan New Music Project to bring music into 10<sup>th</sup> grade history, and partner with the ICE orchestra in our 10<sup>th</sup> grade writing arts classes. We also had our first-ever "Evening in the Arts", which we plan on repeating next year, celebrating students' successes in the arts.

An area that was low for students was that the hands-on activities is only happening in one of their classes (assuming science lab) with 46% answering this level. Students and staff indicated that they have not received a computer skills course (90%). This could be something to add.

Teachers feel they do not have sufficient materials to teach their classes (44%). This is affected by funding. We are looking to the PTA to support teachers in this area.

Teachers felt that the professional development they received did not provide them with content support in their subject area (44%). This year, there were weekly departmental meetings in place, which we plan on continuing next year. For the 2010-2011 school year, teachers were provided with funding to revamp the history curriculum over the summer for the 9<sup>th</sup> grade.

**Periodic Assessments:** In reviewing our DY0 assessments in English and Math for the 2009-10 school year, we found that:

In math, students scored the lowest on procedural questions in grades 10 and 12 and multiple choice in grade 9. Every assessment includes graphs, diagrams, algebraic representations, tables, numerical representations, and/or written explanations. The math department tracked students' progress on these assessments and then used their grades to help inform classroom instruction. For example, students tend to struggle most with written explanations and diagrams so they stressed this in group work and homework.

The math teachers give students POWs (Problems of the Week). Homework consistently includes problems that require students to use their problem solving strategies. Many projects also require problem solving skills. Finally students problem solve during group work and presentations. In class the math teachers are consistently reminding students of problem solving strategies. In many classrooms they are included on chart paper for students to refer back to. In the ninth grade they devoted a whole unit to problem solving.

Math teachers work with students throughout the year on answering multiple choice questions. Every DY0 includes a multiple choice section with both procedural and conceptual questions as do the other tests and quizzes. In the 11<sup>th</sup> grade, students receive packets home comprised of 25 multiple choice questions. They discuss strategies such as working backwards, guess and check, not leaving anything blank, and underlining key words. Their progress on multiple choice sections of their exams was also tracked in their ILPs.

In English, in 11<sup>th</sup> grade, students scored the lowest in development of written ideas and sentence fluency.

In 10<sup>th</sup> grade they scored lowest in overall development of ideas.

The focus in the English department this past year was on developing a strong core introduction, and they saw progress in this area, as students improved here overall, and now the focus is more on sentence fluency. The college office noted that students scored very low on the critical reasoning in the SAT's this year (students scoring in the 300s). This calls for a need to look at critical reading, in addition to writing skills. The English department will continue to use the DY0 as a tool to analyze student writing, but in looking at the development of written ideas, will also focus on textual analysis. In addition we also offer several electives focusing on the development of written ideas including a writing class, global mosaic (a class designed to work with students on essay writing for the global Regents exam), and creative writing.

**Inquiry Team Research:** The Inquiry Team this year found that students set goals (Individualized Learning Plans – ILPs) in all academic classes, however, not all students returned to these goals throughout the year. Teachers were unclear on how to create protocols within their curriculum to support conferring and setting benchmarks for individual students to measure progress. The 9<sup>th</sup> grade advisory team piloted teaching SMART goals to their students and conferring with them about setting a goal for the 4<sup>th</sup> marking period. Anecdotally, teachers confirmed that this was a useful tool in supporting student and teacher dialogue about strategies to support students in improving. The Inquiry Team will be developing advisory curricula and fine tuning the ILP templates to support their regular use next year. One finding was that the ILPs need to be tied to curriculum and assessment in order to be effective. We will be piloting online ILPs next year for one class, and creating resources for teachers to support this initiative.

The Inquiry Team also looked at student work, focusing on one Former English Language Learner in each grade, along with two other students. There were no correlations among the F-ELLs, however, they did find that, overall, students needed support in writing “SMART” goals that were measurable and achievable, and that teachers needed more structure in honing their ILPs so that they are more focused and streamlined to allow students to articulate clear goals.

**School Report Cards:** In reviewing school report cards for 2009-10, we found that students performed higher on the English Regents exams with 100% of students passing, including students with IEPs and 61% passing at a level 4 and 39% passing at level 3. This can be attributed to more focused feedback with the DY0 assessments and weekly departmental meetings where teachers were tracking student progress, setting goals, and adapting instruction.

Our lowest scoring exam was Global Studies, with 20 students failing the exam (20%). This is attributed to this class struggling more than other classes. Of the 20 students, 13 had entered at level 3 in social studies from middle school, indicating a 65% drop. 34% of the students who failed remained at level 2. 1% dropped to a level 1. 8 out of the 15 students who scored at level 2 in middle school did improve on the Regents, moving up to level 3 (53%). Therefore, looking at the overall data, this is an area to focus on improving in. There were gains, but were greater losses in terms of student improvement. Next year, the Global History teacher is revamping the curriculum to make it thematic in scope and we are ordering new textbooks for the 10<sup>th</sup> grade global curriculum, along with bringing a new teacher on board to that grade level. Only 3 students failed the US History exam, which is very strong.

In Chemistry, students also did not fare well, in comparison to Living Environment. 23 students failed the Chemistry Regents exam (22%). Compared to Living Environment, this is a large drop, however, this is common, as Chemistry is not a required exam for graduation. We are planning on purchasing new textbooks next year and integrating more kinesthetic strategies in Chemistry next year.

This was our first year giving the Pre-Calculus exam. 33% of the students who took the exam failed, and 67% passed. 91% of the students chose to take the exam. With a pass rate of 67%, this is strong for an advanced exam. Next year, we plan on offering two AP Calculus courses to challenge these students. In Algebra, all but 2 students passed, which is excellent. In Geometry, 5 students failed (4%). This is also a great ratio. Since it was our first year with the Pre-Algebra exam, we will focus next year on improving this score.

In the Physics regents exam, only 17 students took the exam (16%.) Of those students, 11 passed (65%.) Of the students who passed, over 80% attended the extended day tutorial sessions, indicating that students need to attend extended day in order to prepare for this exam.

In Living Environment, students did very well, with only 2 students failing the exam. This is consistent with prior years.

All students passed the Spanish Regents, which is excellent.

In terms of academic grades, students fared well, with only a small number of students failing classes. Teachers, as a whole, felt that the DY0 assessments have aided students in gaining a clear understanding of expectations and meeting standards.

## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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### **SMART Goals:**

1. All teachers will integrate Individualized Learning Plans in their classes, where students set 1 to 2 goals for each academic class. Advisors will meet with students 4 times a year, to review and track their progress toward setting and meeting their goals. By the end of the year, students will be able to articulate their progress toward their goals and 60% of the teachers will have been able to modify instruction to differentiate for students' needs.
2. The Math and ELA departments will align their curriculum maps & DYOs to the Common Core Standards, by meeting weekly to review all documents. By the end of the year, both departments will have revised their curriculum maps to link to the core standards.
3. Students in grades 9-12 will receive vocabulary and grammar instruction to support them in the SAT exam. Teachers will integrate at least one unit in ELA to support this goal. The English department will integrate teaching SAT vocabulary and grammar strategies to increase students' scores on the SAT. 10% of students in the after school program will improve in grammar and vocabulary (based on interim assessment data.)
4. The 9<sup>th</sup> grade team will learn about CTT to prepare the school for 2011-2012, and integrate CTT practices into classes. Lead teachers will attend professional development and share best practices with the 9<sup>th</sup> grade team, at least 3 times in the year. Teachers will complete a survey mid-year and at year-end regarding how they will integrate CTT in their classes.
5. The arts will be a central part of the school, with our now annual Evening in the Arts to celebrate, and music will be incorporated into 10<sup>th</sup> grade history classes, as well as an elective. Visual art will be linked to key curricular courses. All students in grades 9-12 will have exposure to the arts.



	<p>June – all students have met with their advisors four times around their goals, and teachers have implemented two reflections in class around ILPs.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Budget – per session allocated for AIT members from FY10 budget for summer work, along with supply money from FY10 for materials for binders.</b>  <b>Schedule: AIT has a weekly meeting time to continue to study the ILP use.</b>  <b>School calendar supports advisors and each grade team meeting with students quarterly to review ILP use.</b>  <b>OTPS budget categories (AIT funds when arrive will support additional per session for AIT members to update google site &amp; provide professional development for teachers around the ILP use)</b>  <b>A voluntary staff retreat in August is set up where teachers will review the new ILP templates and learn about our new google site for electronicizing ILPs and communication tools for advisors/students.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>AIT will review if ILPs are being utilized in classes, by studying a group of students (target group) from each grade (3 students). They will collect their ILPs from teachers in October, January and March to review how the ILPs are working, what needs to be revised and if students are making progress toward goals.</b>  <b>Administration will meet with teachers three times a year to reflect on their progress toward their goals. Part of that conversation will be teachers bringing in the ILPs of students to discuss how they have worked with these students to achieve their goals, and what instructional modifications they made to support this.</b>  <b>Advisory teams will meet weekly, and administration will join teams/or teacher leaders (9<sup>th</sup> grade –L Karlich, acting AP; 10<sup>th</sup> grade – D DiRico, teacher leader; 11<sup>th</sup> grade - G Nassif, AP; 12<sup>th</sup> grade – L Karlich acting AP). At the end of each quarter, advisory teams will bring their ILP binders and reflect on how their conferences are going.</b>  <b>Projected gains – 60% of teachers will use the ILPs in class as a reflection tool for students 3x a year, and adapt instruction to meet student needs.</b>  <b>70% of advisors will use the ILP binders on an ongoing basis to support individualized student support.</b>  <b>40% of students studied by the AIT will improve in their test scores, report card grades and/or anecdotally based on the goals set in the ILPs.</b></p>

## 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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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.

**Subject/Area (where relevant):** Math & ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The Math and ELA departments will align their curriculum maps &amp; DYOs to the Common Core Standards, by meeting weekly to review all documents. By the end of the year, both departments will have revised their curriculum maps to link to the core standards.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Both departments will meet weekly, led by teacher leaders (D DiRico/English, E Jaffe/math and administration) to revise curriculum to align with the core standards. Teacher leaders will attend outside professional development to learn about the core standards and lead department meetings. Teachers will revise at least one unit and the department will align common strands vertically. The DYO will be revised to align to common standards. Teachers will assess student progress in both multiple choice/problem solving in math and development of written ideas in English three times in the school year (November, February and May) and track patterns in student progress in these areas, developing modifications to instruction. Teachers will revise one unit of study around common core standards by January, and a second by June. Over the summer, they will align their curriculum maps. The DYO cycle (assessment, analysis, communication to families and adapting instruction) will be completed three times a year – November, February and May.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<p><b>Budget – per session from a network grant for teachers to revise curriculum, using the UBD model and linking to core standards. Per session from the network for lead teachers to attend outside professional development around the core standards. OTPS: paper for DYO. Schedule: weekly department meetings.</b></p>

<p><i>described in this action plan.</i></p>	<p><b>Staffing:</b> department leaders, acting AP and English and Math teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval of review:</b> Assistant Principal/Principal will sit in on weekly department meetings to review progress toward goals and will collect sample units of study from staff during tri-annual teacher goals meetings in January and June.  <b>Instruments of measure:</b> DYO assessments – rubrics, observation and curriculum review.  <b>Projected gains:</b> students, on average, will improve in both development of written ideas (English) as indicated on the DYO by June and in multiple choice/procedural (math). Teachers in both departments will have revised at least two units of study to align with the Common Core Standards by June.</p>

**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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Students in grades 9-12 will receive vocabulary and grammar instruction to support them in the SAT exam. Teachers will integrate at least one unit in ELA to support this goal. The English department will integrate teaching SAT vocabulary and grammar strategies to increase students’ scores on the SAT. 10% of students in the after school program will improve in grammar and vocabulary (based on interim assessment data.)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>The English department will attend a workshop led by Revolution Prep to familiarize them with the new SAT critical reading and writing sections in the spring. Teachers will develop a unit plan or integrate instruction throughout several units of study around teaching to the critical reading section of the SAT. Target population – English classes, grades 9, 10, 11 and 12. Responsible Staff members: Revolution Prep!, English teachers</b></p> <p><b>Implementation timeline:</b>  <b>By February, an after-school SAT prep class will begin to support low-scoring students in improving their vocabulary and grammar (for 10<sup>th</sup> and 11<sup>th</sup> grade students.)</b>  <b>By March, the ESL teacher will have attended an English department meeting to share teaching strategies for F-ELLs in vocabulary and grammar. The ESL teacher will have observed at least two English classes and conferred with the teachers.</b>  <b>By May, teachers will reflect on where they have integrated both vocabulary and grammar instruction, and measure student progress through interim assessments. They will share their results in an English department meeting.</b>  <b>By June, data will be analyzed to see if students in the after school class improved in grammar and vocabulary (through looking at a pre-assessment and final assessment.)</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Resources:</b>  <b>Budget – funding for Revolution Prep to lead workshops for staff (OTPS line )</b>  <b>Per session/Missed Preps for English department to attend additional workshops led by Revolution Prep, and for the ESL teacher to observe classes and attend a department meeting.</b>  <b>Human resources – twice a month staff meetings (contractual), weekly department meetings (professional period.)</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Administration will join department meetings (lead teacher or Principal) and will observe classes when unit plans are being taught.</b>  <b>Coach/principal will meet with teachers during prep periods to ensure that SAT prep is not taught in isolation or in a rote manner, but is tied to curriculum and DYO.</b>  <b>Instruments of measure – teachers will give students quizzes/tests around material learned and will track student progress, which will be reviewed by the English department.</b>  <b>Projected gains – 10% of students will see a gain in vocabulary and or grammar through interim assessments given in class and in the after school program.</b></p>

**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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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.

**Subject/Area (where relevant):** 9<sup>th</sup> grade

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The 9<sup>th</sup> grade team will learn about CTT to prepare the school for 2011-2012, and integrate CTT practices into classes. Lead teachers will attend professional development and share best practices with the 9<sup>th</sup> grade team, at least 3 times in the year. Teachers will complete a survey mid-year and at year-end regarding how they will integrate CTT in their classes.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Select teachers will join a PLC studying CTT. This team will be led by Gisele Nassif, the assistant Principal. Teachers will visit schools in our network that run CTT programs, read professional articles and share back with staff in January what they have learned. Guidance will reach out to middle schools in our district regarding articulation for a CTT program and the school will hire CTT teachers by June, 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Human resources: bi-monthly staff meetings around CTT for 6 teachers. Budget – per diem for substitutes to cover teachers on intervisitations of other schools. OTPS: CTT anchor texts for PLC group.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The assistant principal will attend all PLC meetings and observe the dynamics of the meetings, along with intervisitations. Projected gains; teachers in the study group will implement strategies learned from the CTT study in their classrooms. Teachers in the CTT group will train teachers in the spring who will have a CTT class and over the summer, teachers will revise curriculum to align with CTT.</p>

**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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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.

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The arts will be a central part of the school, with our now annual Evening in the Arts to celebrate, and music will be incorporated into 10<sup>th</sup> grade history classes, as well as an elective. Visual art will be linked to key curricular courses. All students in grades 9-12 will have exposure to the arts.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In light of budget cuts, the school is committed to maintaining a focus on the arts. With this in mind, we will continue to offer a music elective, taught in collaboration with the Manhattan New Music Project. The ICE orchestra will work with our 10<sup>th</sup> grade writing arts curriculum, integrating writing and music. There will be a school-wide celebration of the arts in April, 2011, highlighting music, visual arts, dance and poetry, bringing the outside community and parents into the school.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Human resources: one teacher will co-teach a music elective. The history teacher will work with MNMP in aligning curriculum for a music integration (10<sup>th</sup> grade). The 10<sup>th</sup> grade writing arts teacher will meet with ICE to align curriculum. The PTA will create a committee to prepare for the Evening in the arts, comprised of students, staff and family members, which will meet at least monthly, beginning in September. Budget: PTA funds towards the Evening in the Arts Donation from Principal for a Day for the music elective</p>

**Indicators of Interim Progress and/or Accomplishment**

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

**The Assistant Principal will meet with MNMP in the fall and will observe the music programs through classroom walkthroughs and observation.  
Projected gains: greater parental and family involvement through the establishment of the arts committee and Evening in the Arts.  
Students will be more invested in school with music and the arts as part of their curriculum.**

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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 SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	30	14	7	15	0	0	0	0
10	11	1	2	23	0	0	0	0
11	15	5	1	20	0	0	0	0
12	0	0	0	3	0	0	0	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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>Wilson is taught for students who have processing difficulties, after school, with our resource room teacher. For other students, they are mandated to attend extended day in ELA, which meets weekly, where students receive small group and one-to-one tutoring in reading and writing, after school.</b>
<b>Mathematics:</b>	<b>they are mandated to attend extended day in math, which meets weekly, where students receive small group and one-to-one tutoring in reading and writing, after school.</b>
<b>Science:</b>	<b>they are mandated to attend extended day in science, which meets weekly, where students receive small group and one-to-one tutoring in reading and writing, after school.</b>
<b>Social Studies:</b>	<b>they are mandated to attend extended day in social studies, which meets weekly, where students receive small group and one-to-one tutoring in reading and writing, after school.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Students meet with the guidance counselor in small groups focusing on study skills and organization, once a week, during the school day.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	<b>Any students who are at-risk for health reasons meet with the guidance counselor and have a 504 plan.</b>

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9, 10      Number of Students to be Served: 5 LEP        Non-LEP

Number of Teachers 1      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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**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.

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**Section III. Title III Budget**

School: Baruch College Campus High School

BEDS Code: 310200011411

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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

We examine the students blue cards, to see what families note as their preferred language, which is entered into ATS. We also look at home language surveys, and informally poll families during Parent Teacher Conferences, and in class, by teachers.

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

We found that the majority of our families who require translation are Chinese speaking, speaking Amoy (Fukinese), Cantonese and Mandarin, with Cantonese being the most prevalent. We reported our findings to the school community by translating school documents into Chinese, so that these families could read communication with the school.

#### **Part B: Strategies and Activities**

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

All documents that are mailed home will be translated by using the Department of Education translation services. In order to ensure timely provision of translated documents to parents, materials will be sent for translation two weeks prior to when they need to be mailed home. In addition, translated documents will be posted on the school website.

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.

Oral translation will be provided during parent teacher conferences by parent volunteers, staff and outside translators, as well as over the phone translation provided by the Department of Education. Parent evening events and breakfasts will be translated orally by a staff member.

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>.

All families who are at the school for one-on-one meetings, will be provided with oral translation, if needed, in Chinese or Spanish. If the family speaks another language, the school will use over the phone translation services from the Department of Education. All oral translation at the school will be provided by teachers, who are paid a per diem rate of missed prep, during the day, and per session after school hours.

Notices letting families know that translation is available will be posted outside the main office so that all families can see, and on the school website.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**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**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		333,517	333,517
2. Enter the anticipated 1% set-aside for Parent Involvement:		3,335.00	3,335.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%

6. If the percentage of high quality teachers during 2008-2009 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.

As of January, 2010, all teachers are now highly qualified (100%).

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### **Baruch College Campus High School (BCCHS) Parental Involvement Policy**

BCCHS agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school will incorporate this parental involvement policy into its school Comprehensive Educational Plan (CEP).
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of the children served in Title I SWP programs in decision about how the 1 percent of the Title I ARRA funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities, including ensuring –
    - That parents play an integral role in assisting their children's learning.

- That parents are encouraged to be actively involved in their child’s education at school
  - That parents are full partners in their child’s education and are included, as appropriate, in decision –making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. BCCHS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
    - Meet and plan with the PTA Executive Board, SLT and Parent Coordinator on a monthly basis.
    - Inform parents during orientation meetings on February 4<sup>th</sup> (grades 11 and 12) and February 11<sup>th</sup> (grades 9 and 10) of ways they can be involved in school planning and functions throughout the year.
    - Invite parents to come to workshops organized for the PTA or provided for the students on academic, social, health and emotional issues that directly affect the students and parents who are part of our school community; and
    - Disseminate information through the school website, email and letters backpacked home on a regular basis.
  2. BCCHS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
    - Inform parents of students’ data on formal and informal assessments through the monthly PA meetings, and notices sent home quarterly linked to the interim assessments, and quarterly phone calls home by advisors.
    - Inform parents of online resources to access their students’ assessment data, including ARIS Parent Link
  3. BCCHS will incorporate the Parent Involvement Policy (PIP) into its CEPT through the following means:
    - parents and teachers on the School Leadership Team (SLT) will be informed of the current PIP and update the policy as needed.
    - SLT minutes will be distributed to teachers and parents to inform them of any revisions, by posting them on the school website and staff room.
    - parents will be encouraged to contact SLT representatives for suggestions for improvement of the PIP.
  4. To fulfill the requirement of section 1111 of the ESEA for parents of limited English proficient students, BCCHS will:
    - Translate the PIP into Chinese and Korean
    - Have the policy read to parents upon request
  5. Parents will be involved in the 1% of Title I ARRA funding allocated for parent involvement by:
    - Meeting with the PTA executive board to discuss how to spend the allocation.
    - Meeting with SLT members to discuss how to spend the allocation.
    - Presenting suggestions to the PTA general membership.
  6. BCCHS agrees:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and the school activities, including ensuring –
      - a. That parents play an integral role in assisting their child’s learning
      - b. That parents are encouraged to be actively involved in their child’s education at school
      - c. That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
      - d. The school will inform parents and parental organizations of the purpose and existence of the Parental information and Resource Center in the State.

## **Baruch College Campus High School (BCCHS) School-Parent Compact**

BCCHS and the parents of the students, participating in activities, services, and programs funded by Title I SWP of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during the school year 2009-2010.

### **School Responsibilities**

BCCHS will:

1. Provide high-quality curriculum and instruction through the writing workshop model, inquiry-based science, and student centered collaborative work in mathematics and the humanities. This will provide a supportive and effective learning environment that will enable the students to meet the State's student academic achievement standards
2. Hold parent-teacher conferences, specifically those conferences will be held: October 2010 and March 2011.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows: Interim assessment reports on a quarterly basis for math and English, and quarterly report cards issued at the end of each marking period.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parents may request a meeting with the teacher or member of the school staff via a letter, email or phone call. The school staff member will follow up to confirm a date and time for the conference, as well as phone calls home by advisors for students at-risk in any class.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: monthly grade breakfasts, class field trips, publishing parties, participation during parent workshops and PTA events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I SWP and to explain the Title I SWP requirements, and the right of parents to be involved in Title I SWP. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many as possible can attend.
9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education for their children. The school will respond to any such suggestions as soon as practically possible.
10. Provide to each parent in grades 9-11 an individual student report about the performance of their child on the school's interim assessments in math and English., and students in grades 10-11 PSAT scores.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance
2. Making sure that homework is completed
3. Monitoring the amount of time our children spend on their cellphones.
4. Monitoring the amount of television, video games and internet (including time spent on facebook) our children watch.
5. Volunteering in my child's classroom and in the school.

6. Participating, as appropriate, in decisions relating to my children's education.
7. Promoting positive use of my child's extracurricular time.
8. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
9. serving, to the extent possible, on policy advisory groups, such as being the Title I SWP parent representative on the school's School Leadership Team, the Parent Teacher Association, the District Wide Parent Council or other school advisory or policy groups.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Complete at least 20 hours of community service annually.
- Give to parents or the adult who is responsible for my welfare all notices and information received from the school every day.

### **SIGNATURES:**

SCHOOL	PARENT(S)/GUARDIAN(S)	STUDENT
DATE	DATE	DATE

T&I-12578 (Chinese)

巴魯克學院校園高中 ( BCCHS ) 家長參與政策

BCCHS 同意實施下列法定要求：

- 根據「中小學教育法案」的規定，本校將執行家長參與的計劃、活動和程序。這些計劃、活動和程序的籌劃和實施，將在我們與參加學生的家長有意義地磋商的情況下進行。
  - 本校將確保這些規定的學校層面的家長參與政策符合「中小學教育法案」的第1118(b)條的要求，並將與「中小學教育法案」的第1118(d)條一致的學校家長合約列為政策的其中一部分。
  - 本校會將這一家長參與政策納入學校的綜合教育計劃 ( CEP ) 之中。
  - 在實施第一條款 ( Title I ) 、 A 部分家長參與規定的過程中，在可行的程度上，本校將讓英語能力不足的家長、有殘障的家長和到處遷移的學生的家長完全有機會參與，包括以一種可以理解的和統一的格式 ( 包括所要求的其他格式 ) ，並在可行的程度上以一種家長可以理解的語言，向其提供「中小學教育法案」第1111 條所規定的資訊和學校報告。
  - 本校將讓在第一條款全校計劃 ( SWP ) 課程中接受服務的學生的家長參與有關如何運用留作家長參與用途的1%的第一條款ARRA 資金的決策。
  - 學校將遵照下列對家長參與所下的法律定義來行事，並根據該定義實施計劃、活動和程序：
- § 家長參與的意思是家長參與涉及學生學習和學校活動的正常、雙向和有意義的溝通，包括確保——
- 家長在幫助其子女的學習中發揮不可或缺的作用。
  - 鼓勵家長積極參與其子女的學校教育。

○ 家長是其子女教育中的全面合作夥伴，在適當的情況下參與決策和加入諮詢委員會，以便協助其子女的教育；也在適當情況下參與其他活動，如那些在「中小學教育法案」第1118條中所描述的活動。

○ 本校會通知家長和家長組織本州家長資訊與資源中心的目的以及是否設有這樣一個中心。

1. 根據「中小學教育法案」第1112條，BCCHS將採取下列行動，讓家長參與共同制訂學校的家長參與計劃。

§ 每月與PTA執行委員會、學校領導小組（SLT）和家長專員開會並籌劃相關事宜。

§ 在9月的介紹會上，通知家長他們可以在學年期間參與學校計劃和活動的方式。

§ 就直接影響學生和作為本校社區一部分的家長的學業、社會、健康和情緒問題舉辦講座；以及

§ 透過學校網站、電子郵件和定期讓學生帶回家的信件向家長傳達資訊。

2. 根據「中小學教育法案」第1116條，BCCHS將採取下列行動，讓家長參與學校的審核和改善過程：

§ 透過每月的家長會（PA）會議、每個季度讓學生帶回家的與中期評估相關的通知以及輔導老師每個季度打到學生家裏的電話，通知家長其子女在正式和非正式評估中的成績。

§ 通知家長可查閱其子女的評估成績的網上資源，包括成績報告和創新系統（ARIS）家長鏈接。

3. BCCHS將透過下列手段把家長參與政策（PIP）納入其CEPT當中：

§ 學校將把目前的PIP通知給學校領導小組（SLT）中的家長和教師，供其在必要時更新該政策。

§ SLT的會議記錄將分發給教師和家長，通知他們政策的任何更改之處，這些修改將登載在學校網站上並張貼於職員室內。

§ 我們將鼓勵家長與SLT代表聯絡，徵求改進PIP的建議。

4. 為了達到「中小學教育法案」第1111條涉及英語能力不足的學生的家長的規定，BCCHS將：

§ 把PIP翻譯成中文和韓文

§ 應家長的要求把政策讀給家長聽

5. 家長將透過下列方式參與被分配用於家長參與活動的經費的使用決策，該經費為第一條款ARRA資金的1%：

§ 與PTA執行委員會開會，討論如何使用這筆撥款。

§ 與SLT成員開會，討論如何使用這筆撥款。

§ 向PTA全體成員提交建議。

6. BCCHS建議：

§ 家長參與的意思是家長參與涉及學生學習和學校活動的正常、雙向和有意義的溝通，包括確保以下事宜——

a. 家長在幫助其子女的學習中發揮不可或缺的作用

b. 鼓勵家長積極參與其子女的學校教育

c. 家長是其子女教育中的全面合作夥伴，在適當的情況下參與決策和加入諮詢委員會，以便協助其子女的教育；也在適當情況下參與其他活動，如那些在「中小學教育法案」第1118條中所描述的活動。

巴魯克學院校園高中（BCCHS）學校家長契約

BCCHS和參與由「中小學教育法案」（ESEA）第一條款全校計劃（SWP）所資助的活動、服務和課程的學生的家長同意：本契約說明家長、全體學校教職工和學生將如何為提高學生成績共擔責任，並說明學校和家長將用哪些方法來建立和發展一種有助於學生達到州規定的高標準的夥伴關係。該學校家長契約於2009-2010學年生效。

學校責任

BCCHS將：

1. 透過寫作研習班模式、以探究為基礎的科學課程和以學生為中心的數學和人文學科的合作學習，提供高質量的課程和教學。這將營造一種支援性和有效的學習環境，使學生能夠州規定的學生學習成績標準。

2. 舉行家長教師會議（parent-teacher conferences），這些會議將在下列月份舉行：2009年11月和2010年3月。

3. 經常向家長提供有關其子女學習進展的報告。具體而言，學校將按照下述方式提供報告：每個季度的數學和英文中期評估報告，以及在每個評分期結束時所發放的季度成績報告卡。

4. 讓家長可以在合情合理的情況下接觸到教職員。具體而言，家長將能按照如下方式接觸教職工：家長可以透過信件、電子郵件或電話要求與教師或

學校員工面談。學校教職員將隨後確認面談的日期和時間，而且若學生有可能在某門課上不及格，輔導老師將給該生的家長打電話。

5. 為家長提供做義工和參與其子女的班級及參觀子女教室活動的機會，方式如下：每月的年級早餐、班級旅行、出版派對 ( publishing parties )、參加家長講座和PTA 活動。

6. 以一種有組織的、持續的和及時的方式，使家長參與規劃、審查和改進學校的家長參與政策。

7. 以一種有組織的、持續的和及時的方式，使家長參與任何全校性課程計劃的聯合制定。

8. 召開年度會議，通知家長學校參與第一條款全校計劃的情況，並解釋第一條款全校計劃的要求，以及家長參與該計劃的權利。學校將在一個便於家長出席會議的時間舉行該會議，並將召開其他家長參與會議 ( 次數可多可少 ) ——例如在上午或晚間開會，以使盡可能多的家長可以參加會議。

9. 在家長要求時，為家長提供參加常規會議的機會，使他們得以表達建議並在適宜的情況下參與關於其子女教育的決策。學校將在可行的前提下儘快回應任何此類建議。

10. 向9至11年級每一位學生的家長提供有關該生在學校數學和英文中期評估中的表現的報告，並向10至11年級學生的家長報告其子女在SAT預備測驗 ( PSAT ) 中的分數。

11. 如果一位依照第一條款第200.56條的規定並非十分合格的教師已被指定擔任學生的教師或已經連續授課至少四 ( 4 ) 個星期，那麼校方應把該情況及時通知給每一位相關學生的家長。

*d. 本校會通知家長和家長組織本州家長資訊與資源中心的目的以及是否設有這樣一個中心。*

家長責任

我們作為家長，將以下列方式支援子女的學習：

1. 監督子女上學出勤情況。

2. 確保子女完成家庭作業。

3. 監督子女看電視、玩電子遊戲和上網的時間。

4. 在我子女的教室和學校裏義務幫忙。

5. 在適宜的情況下，參與與子女的教育相關的決策。

6. 促使我的子女積極利用課外時間。

7. 及時閱讀來自學校或學區的由我的子女帶回家或郵寄給我的所有通知，並在適當的情況下予以回覆，以便隨時了解我子女的教育情況並與學校保持溝通。

8. 在可能的情況下加入政策諮詢小組 ( 如在學校領導小組中擔任第一條款全校計劃的家長代表 )、家長教師協會、學區家長委員會 ( District Wide Parent Council ) 或其他學校諮詢或政策小組。

學生責任

我們身為學生，將分擔責任來改善我們的學業成績，以便達到州規定的高水準。具體地說，我們將：

§ 每天完成家庭作業，在有需要時，尋求別人的幫助。

§ 每天在校外閱讀至少30分鐘。

§ 每年至少完成20個小時的社區服務。

§ 把每天從學校收到的所有通知和訊息交給家長或負責我的福利的成年人。

簽名：

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學校 家長/監護人 學生

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日期 日期 日期

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

TEMPLATE - MAY 2010

**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.

*In analyzing the data regarding State proficient and advanced levels of student academic achievement, our school can improve in the following ways:*

*Students at BCCHS pass the Regents exams at Regents proficiency(mastery level) at a high rate, roughly 60-70% of all students in each cohort. Our goal is to continue to raise the percentage of students passing at the mastery level, which is in accordance with the fact that we are a screened, college preparatory program. This past school year, we increased the mastery rate on the English Regents by eight percent. However, on the Algebra Regents, which was given for the third year, we 44 students who achieved mastery level. This is most likely due to increased monitoring of student goals and skills in the DYO's. In Global History, we have gained mastery over three years by 15%, although continue to have the most failures (3%) along with chemistry. In chemistry, we would like to raise mastery. It has been fluctuating around 20% for the past three years. Biology has the highest mastery rate, in flux around 60% mastery.*

There were no students who failed the English Regents exam and only two students who failed the Integrated Algebra exam, and in analyzing racial/ethnic and gender data, there are no gaps in performance.

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.

*Reform strategies will be the following:*

- a. *Continue to have the extended day program for all academic subjects, where students are mandated based on teacher feedback and data. English and math extended day are manned by multiple teachers who work collaboratively with students in groups, and older students are trained to tutor students.*

- b. Individualized Learning Plans will continue to be used in all classes, to support students in individual goal-setting and teacher tracking student progress.*
- c. Low academic achieving children are supported in addition to all students, through the following school-wide programs: college and career awareness through our Junior/Senior Institute Program, Senior Exit Project (Career Investigation), and individual meetings with the college office for all 11<sup>th</sup> and 12<sup>th</sup> grade students and their families and SAT prep for all juniors; counseling programs, including group counseling, individual counseling and counseling programs and clubs; mentoring for all incoming freshmen to ease transition, through the senior mentor program; extended day program with academic supports in all subject areas; enrichment programs, including clubs and the arts for all students and Advanced Placement and CollegeNow courses for all juniors and seniors; all students are supported through our advisory program, which links teachers to students and families, and supports literacy through regular letter writing and reading.*
- d. All 9-11 grade students and families will receive triennial/quarterly reports on their progress with interim assessments for English and Math. Students also will receive progress on interim assessments in history and science in all classes.*

3. Instruction by highly qualified staff.  
*All teachers are Highly Qualified.*

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.

*All staff are engaged in professional development study groups, looking at developing individualized learning plans, and are reading professional books to support this study. Teachers meet in department teams weekly to analyze interim assessment data and align curriculum, and collaborative partners meet weekly to plan and align curricula.*

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

*The school website is a main vehicle to increase parental communication and hence, involvement. There is a parent corner, where information is posted, and a calendar, showing school events, and information for families. In addition, we hosting a meeting for 11<sup>th</sup> and 12<sup>th</sup> grade parents on February 4<sup>th</sup> and for 9<sup>th</sup> and 10<sup>th</sup> grade parents on February 11<sup>th</sup>, where topics around curriculum, helping students, college transition and high school transition are presented. There are speakers at PTA meetings around financial planning, college planning and study skills, as well as guidance programs. There are also family breakfasts in Chinese, specifically for our Chinese-American population. College night for 11<sup>th</sup> grade each year, and this year we are planning on having a college night for all grades. In meeting and planning with the SLT, they have outlined the following suggestions for programs to increase parental involvement:*

- a. *Parent workshops with topics such as: helping parents with transitions to the outside world, life skills, facebook/internet, future business skills for students, adolescent expectations, sex education, use of internet for research, time management strategies, reading policy and getting teens reading, career day.*
- b. *Subject mornings (math, English, writing mornings)*
- c. *Inviting parents to sit in on classes during open school week*
- d. *Inviting families to cultural events & performances*

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.

N/A

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.

*There are teacher teams established to include teachers in decision making around academic assessments for student achievement. These teams are:*

*The Academic Intervention Team (AIT): meets weekly, comprised of 5 teachers, who are analyzing the school's use of the Individual Learning Plans (ILPs) and developing professional development and curricula to support the school and students in reaching the goal of "ILPs serving as an effective tool to help students monitor, set and achieve their own goals."*

*Department Teams: all teachers meet weekly by department to analyze Interim assessment data, and align curriculum.*

*Advisory teams: all teachers meet weekly by advisory team to support students academically and review structures for this program.*

*Collaborative Partners: all teachers who teach on a grade/subject level together have common planning time weekly to align curriculum, assess student progress and make decisions.*

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.

*Students will be mandated for extended day, based on their performance on Regents exams, course grades and 8<sup>th</sup> grade ELA/Math scores for incoming 9<sup>th</sup> graders. Students will be studied by the Academic Intervention Team, the PPC and will receive at-risk SETTTS and guidance services when needed. Student progress will be monitored through ILPs and the interim assessments.*

*In our school, data is captured all year, throughout the year, in four streams of grades (1: participation and classwork, 2: homework, 3: projects and essay, 4: tests and quizzes). In each grade, our DY0 enables us to measure longitudinal growth in very clear and easy to understand*

methods. In the 9<sup>th</sup> grade, teachers introduce the most fundamental skills measured according to our DYO rubric. Students see the DYO rubric for the first time when the rubric is attached to their summer assignment to enter the 9<sup>th</sup> grade. The skills assessed by the DYO are identified by the teacher. For example, when students learn how to do a double-entry-journal, they learn the art of developing meaning. The teachers use the DYO rubric for any and several major unit assignments. 9<sup>th</sup> grade students set goals based on the feedback they receive from their teachers. Data is gathered throughout the year in the form of homework assignments (such as reading notes, double-entry journals and reflections), in class discussions (that demonstrate students' ability to analyze literature), major assessments (including essays that are Regents-based and graded using the DYO rubric), and projects (which incorporate the 6 sets of skills assessed by the DYO). In the 10<sup>th</sup> grade, we begin grading the DYO as a formative interim assessment. These students take interim assessments three to four times per year. Each time, the entire department grades these essays and discusses our findings. We analyze the data gathered to modifying existing curricular plans and possibly set new goals altogether. In the 11<sup>th</sup> grade, students continue to take the DYO, reflecting on their work in earlier grades (which is collected in a portfolio passed up from teacher to teacher). After administering multiple interim assessments, students sit for the NYS Regents. Taking the Regents allows them to see how successful their work with essay writing and DYO skills has been. In their senior year, we are looking beyond the Regents. Students continue to be assessed using the same standards, but more is expected of them. For example, their expository writing is now expected to incorporate more creative elements. In the 9<sup>th</sup> and 10<sup>th</sup> grade, students have a Writing Arts portfolio and a Literature portfolio. In the 11<sup>th</sup> grade, these portfolios are merged, and students look back on their work to set individualized goals. In the future, we would also like to create and use a goal-setting structure in every class. In addition, ILPs are aligned with our DYO assessments so students are even more clearly capable of identifying their areas of strength and weakness, and we can more adeptly make plans to move them from one level to the next.

Our school communicates DYO results to families in a few key ways. First, each time a formal DYO assessment is given, data is collected by the mathematics and English department and entered into a database by our data specialist. For each mathematics assessment we assess the student's in six categories based on the New York State Standards, problem solving, reasoning and proof, communication, connections, representation, and content. For each English assessment we assess students in six categories, development of written ideas, organization, language use, sentence fluency, conventions, and comprehension of task. Students receive this breakdown when their interim assessments are returned to them. In addition we create a sheet which documents their breakdown, and, in mathematics, it also includes suggestions for improvement such as work on multiple choice, include more detail, you need to be clearer, you need to work on understanding the concepts as opposed to just memorizing them, etc. These sheets are distributed to students after each assessment. A letter is then sent home to the parent/guardian of that student to inform families of the student's performance in each area of the DYO. This letter explains to the parent/guardian what the DYO is, what it measures, and how the child performed on the most recently administered DYO assessment. We also let the parent know how the student performed on the other DYO's given, so they can see progress or lack of progress over time.

In all grades, student feedback is given using the DYO goals, and those goals are included in our beginning-of-the-year Welcome Letters, which parents/guardians review and sign. We also share the DYO goals at our annual Curriculum Night and Parent/Teacher Conferences. It will also be on our school's E-Chalk website for classrooms starting next year. Next year, we will most likely ask students to get the letter sent home to parents signed so we can see that students have shared their performance feedback with their guardians.

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.

N/A

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (Basic)	Federal			x	333,517	x	14-23
Title I, Part A (ARRA)	Federal	x					
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal			x	2,440	x	14-23
Tax Levy	Local	x			1,931,357	x	14-23

**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.

**N/A**

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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** In good standing      **SURR<sup>3</sup> Phase/Group (If applicable):** N/A

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR 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 SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

*There are currently no students in temporary housing.*

2. Please describe the services you are planning to provide to the STH population.

*If students become STH, we will provide the following services:*

*Students will meet weekly, if not more often, with the guidance counselor for services and will be referred to outside support services if deemed necessary.*

*Advisor will ensure that the student has adequate materials for school, by working collaboratively with the guidance counselor, and communicating with academic teachers, to ensure that the students are continuing to succeed academically.*

*Advisor will ensure that the student has a quiet place to complete homework, by working collaboratively with guidance and administration.*

*The parent coordinator will ensure that the student has transportation to and from school, and a way to reach the family is established.*

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Baruch College Campus High School						
<b>District:</b>	2	<b>DBN:</b>	02M41	<b>School</b>		310200011411	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		97.3	97.2	97.1
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		99.5	99.8	100.0
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		46.7	59.2	62.2
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		2	4	11
Grade 9	108	126	111	<b>Recent Immigrants - Total Number:</b>			
Grade 10	110	104	120	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	104	108	101		0	2	0
Grade 12	97	102	106	<b>Special Education</b>			
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	419	440	438		0	2	0
				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	0	1
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	0	1	1
Number all others	10	12	9	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		0	0	0
# receiving ESL services only	2	1	TBD	Number of Teachers	24	24	23
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals	3	4	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	0	0

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	3	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	54.2	75.0	95.7
				% more than 5 years teaching anywhere	29.2	45.8	65.2
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		83.0	92.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	98.9	97.0	100.0
Black or African American	7.6	6.1	6.6				
Hispanic or Latino	10.7	11.6	11.4				
Asian or Native Hawaiian/Other Pacific	58.0	58.4	60.5				
White	23.4	23.2	21.5				
<b>Male</b>	38.9	41.8	42.5				
<b>Female</b>	61.1	58.2	57.5				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific				v	v		
White				-	-	-	
Multiracial							
Students with Disabilities							-
Limited English Proficient							
Economically Disadvantaged				v	v		
<b>Student groups</b>				<b>3</b>	<b>3</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	74.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

Baruch College Campus High School  
Language Allocation Policy Narrative (LAP)

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The steps taken to identify possible ELLs are any new entrants are given the Home Language Survey and the information is entered into ATS. If the primary language at home is not English, the student is given the LAB-R. Janice Salmeri, our parent coordinator, administers the HLS. The principal then reviews in ATS which students qualify for the LAB-R, and our ESL teacher, Melody Kwan, administers the LAB-R and scores the exam. ELLs are evaluated annually by the NYSESLAT exam, which is administered by Melody Kwan, the ESL teacher.
2. In order for parents to be aware of choices for programming, a letter is sent home to all new ELL students, in the family's home language, informing them of their options. Since we have a very small ELL population, we only offer freestanding and push-in ESL. The letter asks for parents to respond within the month, and the parent coordinator collects parent responses. If we do not hear back from a family, our parent coordinator calls home, or we use over the phone translation to assist in calling home.
3. Parent survey and program selection forms are mailed home. The parent coordinator tracks if they are returned. If they are not returned, we reach out to the families with phone calls home. Because our school has a small ESL

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- population, we only offer freestanding ESL, as we have a student already in that program.
4. Students are placed in freestanding ESL because we do not have enough students to offer a bilingual program. In the past, families have not asked for a bilingual program, and when the LAP team meets, we have not seen a need for a student to be in a bilingual program. If such a situation arose, the ESL teacher, parent coordinator and principal would meet with the family to discuss schools that offered transitional bilingual programs that could be a better support for their child.
  5. After reviewing the parent survey and program selection forms over the past few years, the trend has been that parents choose freestanding ESL. We, on average, test one student a year with the LAB-R, and there have been years, such as this year, when no students qualify for ESL services.
  6. The program model offered at our school aligns with parent requests.

Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> </li> <li>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>

1. Instruction is delivered in a freestanding ESL model and push-in. Our ELL students and transitional ELLs meet with the ESL teacher two times a week in a self-contained program, two times a week in a push-in class, and three times a week in a writing arts class. The program model is ungraded and heterogeneous.
2. Explicit ESL and ELA minutes are delivered in our free-standing ESL model with: 100 minutes of freestanding self-contained ESL, 100 minutes of push-in ESL, 350 minutes of ELA instruction a week.
3. Content areas are delivered in our ESL program in that the teacher will support students with readings from their classes and assist them in comprehending what is expected in each class. Students attend all core academic classes, in addition to ESL, so they receive their content instruction through those classes, primarily. All students who meet for ESL with our ESL teacher meet with her in a small group and look at vocabulary, speaking and listening. The teacher reads out loud to the students and they engage in question and answer sessions, to ensure

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understanding in context and vocabulary development. Students also work on writing in ESL, looking at common errors in Chinese/English and ways to self edit their work. Students are grouped in their academic classes in heterogeneous groups, where they work on reading strategies (double entry notes, post it notes, reflection logs, vocabulary lists) and discussion in small groups. ELLs attend after school sessions, where they preview material for their academic classes, so that they then participate in whole class discussions the following day. Additionally, the ESL teacher reviews content area vocabulary with students. Students read aloud in class and have small group discussions. The ESL teacher meets weekly with the 9<sup>th</sup> grade English teacher to plan how to teach content and grammar. They review what ELLs are learning in English and what they need support in. The ESL teacher aligns the units with her ESL program. For example, when they were writing personal essays in Writing class (which ELLs do not take) she taught point of view essay in ESL, so that they can master similar benchmarks.

The Balanced Literacy Strategy is implemented towards their instruction to help develop the immediate skills of (these skills are what our students stated that they are having the most difficulty with and what the teacher assessed from student work): Comprehension (analyzing what is said or what is read), Speaking (sharing in small groups) and Writing.

To plan, the ESL teacher analyzes student work and plans from there, and is developing a curriculum.

4. Differentiating for ELLs:
  - a. **Describe your plan for SIFE students:** Although we currently do not have SIFE students at BCCHS, our plan for them if they were to enter would be to assess their literacy levels by assessing them in their native language. We would then program them for the appropriate minutes of ESL and they would attend mandated extended day supports in literacy and other major subject areas. We would order materials in the students' native language to help support their understanding of key concepts, as they learn literacy in English.
  - b. **Describe your plan for ELLs in US Schools less than three years (newcomers).** For newcomers, our plan is for students to be in ESL for their mandated minutes, and to attend extended day supports in all subject areas. Additionally, they will be provided with additional English support with a Writing Arts class, and will not take a foreign language, in order to focus on learning English. We would also create a group for newcomers for social and emotional supports with guidance, where they would discuss cultural differences and adjustment. In the past, when newcomers have arrived at BCCHS, we have paired them with a teacher who meets with them to discuss culture shock and have done what is described above. Additionally, as it is part of our LAP, newcomers have access to texts in their native language, to help them learn the content necessary in their academic classes.
  - c. **Describe your plan for ELLs between 4-6 years:** Currently, we have no long-term ELLs at our school. In the past, we have pulled them for ESL

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and supported them with academic interventions. As our ESL population grows, it will be a more pressing need if we have more long-term ELLs. The plan for long-term ELLs is to assess their progress in academic subjects and look at what areas they are struggling in. We provide them with ESL mandated minutes, along with at-risk supports with our SETTS teacher, helping them with study skills. Additionally, these students are mandated to attend the additional 50 minutes for each subject area and attend additional after school academic supports. If we feel there is another learning issue, we will refer them for assessment for special education. Last year, we had a long-term ELL who graduated and went on to college with these supports helping her get to that point.

- d. **Describe your plan for long-term ELLs (in NYC school six years or more.)** Currently, we have no long-term ELLs at our school. Because we currently have such a small cohort of ELLs, in the past, we have pulled them for ESL and supported them with academic interventions. As our ESL population grows, it will be a more pressing need if we have more long-term ELLs. The plan for long-term ELLs is to assess their progress in academic subjects and look at what areas they are struggling in. We provide them with ESL mandated minutes, along with at-risk supports with our SETTS teacher, helping them with study skills. Additionally, these students are mandated to attend the additional 50 minutes for each subject area and attend additional after school academic supports. If we feel there is another learning issue, we will refer them for assessment for special education. Last year, we had a long-term ELL who graduated and went on to college with these supports helping her get to that point.
- e. **Describe your plan for ELLs identified as having special needs.** Currently, we do not have any ELLs with special needs. Our ELLs with special needs will attend classes with their peers, but will be pulled from either foreign language or electives (depending on the grade level) to meet with the SETTS teacher and ESL teacher. Additionally, these students will have modified criteria, which teachers will be trained on, and will attend mandated extended day supports in all subject areas. These students will be eligible to take RCTs if they cannot pass the Regents exams. We have been training the staff during professional development to look at how to assess students in a variety of ways, and how to teach in ways that support *all* students, such as with visuals, books on tape and note taking skills, as well as multiple opportunities for students to speak in class in discussions and group work.

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Programming and Scheduling Information—Continued	
5.	Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6.	Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7.	What new programs or improvements will be considered for the upcoming school year?
8.	What programs/services for ELLs will be discontinued and why?
9.	How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10.	What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11.	How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12.	Do required services support, and resources correspond to, ELLs' ages and grade levels?
13.	Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14.	What language electives are offered to ELLs?
Schools with Dual Language Programs	
1.	How much time (%) is the target language used for EPs and ELLs in each grade?
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3.	How is language separated for instruction (time, subject, teacher, theme)?
4.	What Dual Language model is used (side-by-side, self-contained, other)?
5.	Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
Professional Development and Support for School Staff	
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

5. Targeted intervention for ELLs in all subject areas is offered through our extended day program. All students who score below proficiency level on their 8<sup>th</sup> grade tests, or Regents exams, are mandated for extended day in each subject area. There, they work in small groups with their teacher, to receive support in the subject. Tutors are also arranged for in extended day, to support more one-on-one intervention. All extended day is in English. In 9<sup>th</sup> and 10<sup>th</sup> grade, all students take a Writing Arts class, in addition to ELA, to support students in developing their writing skills. In addition, students have extended ELA classes in 11<sup>th</sup> grade, and extended science classes in 9-11 grade.
6. **Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT.** In our current 9<sup>th</sup> grade class, one student entered as an ELL and then soon after passed the NYSESLAT. They went from a bilingual program in middle school to a regular English language program here. The students have received supports through the advisory program, with each student with an advisor and intense literacy classes, including English, writing arts and a literacy program in advisory. These students were also mandated to attend extended day supports in all subject areas.
7. New programs/improvements considered for next year: we are attempting to expand our ELL population, in order to have a larger cohort, by recruiting ESL students through the articulation process. In reviewing our data, our ESL program and additional supports has been successful, as all ELLs have passed the NYSESLAT and are passing Regents exams.
8. No programs or services for ELLs will be discontinued, as we hope to maintain a freestanding ESL program, as long as we have students for the class.

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9. ELLs are offered equal access to all programs in our school. ELLs are integrated into all academic classes, which are heterogeneous, and have the same expectations and requirements as other students in the school. Our extended day program is open to all students, and our ELLs take a foreign language, writing arts and art and gym. Because of programming constraints, our ELL students this year only take a half program for PE and art, but will have the opportunity to take art electives in their junior and senior years.

**10. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?**

- Novels from English class, short stories, vocabulary lists (created from texts students are reading), excerpts from grammar text books, and Writers' Reference Guides. Books: The House on Mango Street, Improving Basic English Skills grammar textbook. Students are assessed with vocabulary quizzes and studying grammar.
11. Native language support is delivered in our ESL program by providing students with bilingual glossaries and ordering texts (whenever possible) of books they are reading in English class in their native language. Students are also provided with required glossaries and extended time when taking the Regents exams.
12. Required services do support our ELL student's age and grade level. Currently, we have five ELLs who are ninth graders. They are fourteen and fifteen years old and are advanced and intermediate levels. They receive 550 minutes of ESL/ELA.
13. In our school, to assist newly enrolled ELLs in our school before the beginning of the school year, we have an orientation for all new entrants in June, where Senior students are paired up with our 9<sup>th</sup> graders and other new entrants, and provide them with support. Guidance and administration meet with families as well. In the beginning of the school year, Senior Mentors are assigned to new students, and guide them through the start of the school year intensively, and then on a monthly basis after October.
14. Our ELL students are enrolled in Spanish in 9<sup>th</sup>-11<sup>th</sup> grade, and in 11<sup>th</sup> and 12<sup>th</sup> grade can choose to take French, or another language through College Now, with our collaboration with Baruch College.

**Professional Development and Support for School Staff:**

**1. 1. Describe the professional development plan for all personnel of ELLs at the school.**

The LAP principle that the school is focusing on this year is individualized learning plans that instill academic rigor. This principle already exists in the school, but there is always a need to revisit, refine and discuss further. Through regular conferences with teachers and our year-long professional development, we have focused on collaboration, both in staff planning and with students. The whole staff (all teachers and guidance counselors) has been meeting two Thursdays a month for an hour. Teachers work in small groups on projects around specific focuses.

2. staff are provided with the following support to assist ELLs transitioning from middle school to high school: the ninth grade teachers meet on a monthly/quarterly basis to discuss students that they are concerned about. In

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- addition, all departments meet weekly, to discuss instruction and student progress. 9<sup>th</sup> grade advisors attend the orientation in June for incoming 9<sup>th</sup> graders, and are provided with a curriculum which addresses transitional issues that they use throughout the year with 9<sup>th</sup> graders.
3. The minimum of 7.5 hours of ELL training for all staff is implemented through the work the AIT is doing this year. The AIT, which is comprised of teachers of various grade levels, meet weekly to look at student work in the Individualized Learning Plan, and are specifically tracking ELLs and F-ELLs. In our monthly staff meetings, the AIT has presented various times on how to read data regarding ELLs and how to look at and analyze ELL goals.

**Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
  2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services parents?
  3. How do you evaluate the needs of the parents?
  4. How do your parental involvement activities address the needs of the parents?
1. Parental involvement in BCCHS is moderate, and for parents of ELLs it is less so. We have parents attend PTA meetings and workshops, but only about 10% of families attending. We have had outreach for our ELL families, with evenings and workshops in Chinese, and for those events, we get a larger turnout of Chinese speaking families than at events that are in English with translation.
  2. Our school has partnered with Baruch College, APEX and used contracted translation services for parent services and communication.
  3. We evaluate the needs of parents through the annual Learning Survey, where parents provide feedback on the school. The School Leadership Team reviews this information annually, as does the PTA.
  4. Our parental involvement activities address the needs of parents in that we hold a financial aid night, college night, SAT night and other college information sessions, as that is what our parents have indicated the most interest in.

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**B. After reviewing and analyzing the assessment data, answer the following**

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

1. In looking at the NYSESLAT and LAB-R we found that we have one student who scored at intermediate level on the NYSESLAT and four students who scored at the advanced level on the NYSESLAT. No students took the LAB-R this year.
2. The lowest score for each student was in the writing section. In class, the ESL teacher will focus on writing skills, including grammar, vocabulary and syntax.
3.
  - a. In examining the student results, there are no patterns across grades. The only pattern is that students score higher on the listening and speaking portion of the NYSESLAT and lower on the reading and writing portion.. The intermediate student is struggling in Spanish and biology, but is doing well in her other classes. The advanced students exhibit no pattern in the classes in which they struggle. One struggles in Biology, two students struggle in all of their classes, and the last student is performing well in all classes.
  - b. School leaders and teachers use the results of the periodic assessments to set goals for individual students and to inform instruction. Our school gives DYO assessments in English and Math. However, we only give them in math in the 9<sup>th</sup> grade. The department looks at all student scores and looks for trends, and then modifies instruction.
  - c. We do not use our ELLs native language on periodic assessments. Thus far, it is too soon to tell how our ELL is faring on interim assessments. Our Academic Inquiry Team is analyzing this year's Individualized Learning Plans that are being implemented in each grade and subject area. They are specifically looking at how Former ELLs are faring in terms of meeting and setting appropriate goals. In looking at broad patterns in data, however, our ELLs have, over the years, been very successful in school, passing all Regents exams and moving on to college.
4. N/A
5. We evaluate the success of our ESL program through observations of instruction, bi-annual goals meetings with the ESL teacher, and looking at

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student progress in academic classes and on State exams, including Regents exams and the NYSESLAT.