



**THE BACCALAUREATE SCHOOL FOR GLOBAL EDUCATION**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)**  
**ADDRESS: 34-36<sup>TH</sup> AVE, ASTORIA, NEW YORK 11106**  
**TELEPHONE: 718-361-5275**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 30Q580      **SCHOOL NAME:** The Baccalaureate School for Global Education

**SCHOOL ADDRESS:** 34-12 36<sup>th</sup> Ave, Astoria, New York 11106

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

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Julie Levine Schwartz

**PRINCIPAL:** Kelly J. Johnson

**UFT CHAPTER LEADER:** Adam Noor

**PARENTS' ASSOCIATION PRESIDENT:** Andrea Weinzimer

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Erica Llanera

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** 411

**NETWORK LEADER:** Emily Sharrock

**SUPERINTENDENT:** Juan Mendez

**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
Kelly Johnson	*Principal or Designee	
Adam Noor	*UFT Chapter Chairperson or Designee	
Julie Schwartz	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Vanessa Rabines	DC 37 Representative, if applicable	
Erica Llanera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Aly Lakhaney	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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The Baccalaureate School for Global Education (BSGE) was created to offer an elite credential to a diverse student body in the New York City public school system. BSGE is built on the commitment to high academic standards employing the philosophy and requirements of the International Baccalaureate Organization (IBO). However, BSGE is unique in the IBO world as all students, opposed to a select few, are provided access to the International Baccalaureate Diploma. At our inception we were one of just three public schools in New York City attempting to implement the International Baccalaureate (IB) Middle Years Program (MYP) and Diploma Program (DP) and the only public school to so it school wide.

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

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

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

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

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

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (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>	Baccalaureate School for Global Education				
<b>District:</b>	30	<b>DBN #:</b>	30Q580	<b>School BEDS Code:</b>	343000011580

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 checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> 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	0	0	0		97.0/94.9	97.2/95.0	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.7	99.1	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	71	74	77		33.3	32.2	46.9		
Grade 8	75	67	73						
Grade 9	80	74	69	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	80	76	66	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	68	72	68		0	3	0		
Grade 12	56	65	71						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	430	428	424		2	0	0		
<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	0	0	0	Principal Suspensions	0	6	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	TBD		
Number all others	1	2	2						
<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	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	7	1	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	0	(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	35	34	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	4	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	0	0	TBD				
				<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	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.2	Percent more than two years teaching in this school	74.3	85.3	TBD
Black or African American	14.6	8.4	5.4	Percent more than five years teaching anywhere	42.9	55.9	TBD
Hispanic or Latino	29.5	29.7	28.1				
Asian or Native Hawaiian/Other Pacific Isl.	17.7	23.4	24.1	Percent Masters Degree or higher	91	88.0	TBD
White	38.1	38.1	41.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.2	94.6	TBD
Multi-racial	TBD	TBD	TBD				
<b>Male</b>	43.5	43.7	43.9				
<b>Female</b>	56.5	56.3	56.1				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" 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 checked="" type="checkbox"/> 2009-10

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

## 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>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	✓
	Math:	✓	Math:	✓
	Science:	✓	Grad. Rate:	✓

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
	ELA	Math	Science	ELA	Math	Grad. Rate**	
<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>	5	5	1	2	2	1	

**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 / A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	61.4 / 81.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.3 / 10.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.9 / 19.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	27.2 / 51.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR/0.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
- 

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

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

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

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

The graduation rate is based in part on students' passing 5 Regents exams. As the minimum score needed to pass a regents exam is increasing we looked a student data, on ARIS, for possible areas of concern. This analysis revealed that more students scored below a 75 on the Global History and United States History Regents exams than on any other regents. Also, that these students were

either former or current ELLS. The Humanities teachers, looking at the names of the students, noticed a trend- the students in our target population were students who refused to attend Regents review sessions. In continuing our efforts towards addressing this trend, last year the Humanities team decided to mandate the participation of certain students in regents review sessions and incorporated more ELL strategies in their instruction. The team also grouped students for regents review session by skill level. This year, the change in the IB Diploma Humanities curriculum will enable greater alignment with the USH and Global History curriculums and correlate to a reduction in the percentage of students earning below a 75.

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

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

The budget projection for next year raises concerns relative to the school's ability to sustain student success on the IB assessments because for many students resources are solely tied to the school. The reduction in funding has resulted in the school having to reduce the size and focus of After-school Academic Intervention Services (AIS) and the number hours the school building is open after the official extended day program. Due to the budget AIS focuses primarily on students who demonstrate a need based (achieving a 3 out of 7 or less) on the Periodic Assessments administered four times a year in every core subject. These assessments target New York State standards in English Language Arts and Math as well as IB assessments students take in the 11<sup>th</sup> and 12<sup>th</sup> grade.

A robust After School Program with AIS and access to teachers to assist with class projects and IB specific tasks, access to computers and a space to work without the distractions found in the home are, according to past and current students as well as student performance, is needed. Many students achieve a 4 or more on the periodic assessments but could benefit from and want additional instruction and time with teachers to meet the demands of the IB Diploma Program.

The latter reality is a key component of the void created by a reduction in funding. Students, across all grades, state that they get distracted at home thus are more productive when they remain in the school. According to students chores and siblings aren't the only distractions they must contend with. The lure of neighborhood friends whose academic demands and interests are dissimilar to theirs is a major distraction. To avoid this students have remained in the building for three or more hours, after the official school day ended, to complete assignments, study or fill out college applications. Some were also found engaged with an adult around the topics covered or mentioned in class. This expanded their knowledge beyond the curriculum. Students still stay in the building after the official school day but it is more impromptu as the availability of an adult to supervise the building during this time is on a volunteer basis.

The work of the Inquiry Team/ Professional Learning Groups (PLG) is also focused on increasing the percentage of students earning the IB Diploma. Teams focus on students' achievement on IB exams and award of the IB Diploma. The Inquiry Team reviewed student data and surveyed students about their academic interests. The team found a correlation between student motivation and scores on a science Regents exam taken in high school with award of the IB Diploma. The team then focused on the students who did not earn the IB Diploma but whom teachers predicted would earn it, and the students who came close. This analysis led again to students' motivation and performance on a

science Regents taken in high school (students take their first science regents in the 8<sup>th</sup> grade) but also course offerings.

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

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

---

1. Improve students' performance on the June 2009 and future Global Studies and United States History (USH) Regents Exams. Decrease the number of students scoring below a 75 on the USH Regents and Global Studies Regents Exam by 5% so that fewer than 15% score below a 75 in USH and 10% below a 75 on the Global History Regents. Regents scores in all other subjects are very high with the exception of those in USH and Global Studies and we believe we can improve these scores, especially for our lowest scorers, most of whom exhibit English Language Learner (ELL) difficulties though they are not identified as former ELLs.
2. To begin a pilot program, beginning by not later than the spring semester, targeting students identified as former English Language Learners (ELL) and not identified as ELLs but who exhibit similar literacy issues. The goal is for each participant to experience an increase in their end of the semester grade by 1 unit or for the grade to remain unchanged as the material progresses in difficulty.
3. To provide consistent and effective AIS in the form of skills instruction, to students identified at the end of the 6<sup>th</sup> & 7<sup>th</sup> grade as at risk for success in middle and high school. The goal is to have fewer than 3 students per grade, by May 2011, at risk of not being promoted in June 2011.

**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):** Global History & United States History Regents

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve students’ performance on the June 2010 and future Global Studies and United States History (USH) Regents Exams. Decrease the number of students scoring below a 75 on the USH Regents and Global Studies Regents Exam by 5% so that fewer than 15% score below a 75 in USH and 10% below a 75 on the Global History Regents. Regents scores in all other subjects are very high with the exception of those in USH and Global Studies, and we believe that we can improve these scores, especially for our lowest scorers, most of whom tend to be current and former ELL students.</p>
<p><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>1. In discipline (subject) and grade teams teachers will:</p> <ul style="list-style-type: none"> <li>• analyze the classroom and standardized test data</li> <li>• identify patterns of student achievement/performance.</li> <li>• develop plans to address widespread deficiencies in content knowledge</li> <li>• use classroom data and practice tests to identify students in the lowest quartile as the AIS target population for intervention the identified patterns and student needs. (The plans to address the needs of this population will include adjustment of in-class curriculum and instruction and AIS after school)</li> </ul> <p>2. AIS services targeting the Global History and United States History Regents exams will consist of mandated, intensive small group instruction. The Humanities teachers will determine who provides after-school instruction and the strategy for implementation. The school’s licensed ESL teachers will work with the Humanities teachers conducting Regents prep after school.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers are compensated for after school Regents prep with funding from the school's Contract for Excellence. Title 1 fund allocations are used to pay teachers for Small Group Instruction as part of their regular teacher day. Idea funds are used to compensate the Guidance Counselor .</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 progress or success of the action plan will be assessed midway by the administration of a previous year's exams.</p>

**Subject/Area (where relevant):** Former ELLs (After school program)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To begin a pilot program, beginning by not later than the spring semester, targeting students identified as former English Language Learners (ELL) and not identified as ELLs but who exhibit similar literacy issues. The goal is for each participant to experience an increase in their end of the semester grade by 1 unit or for the grade to remain unchanged as the material progresses in difficulty.</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>Eleventh grade teachers will identify, out of the group of students already participating in AIS, a smaller group of students to work with an ESL licensed teacher. These students will be mandated to participate in the program and their subject teachers will work closely with the ESL teacher hired for the per session activity.</p> <p>Both the subject teacher and ESL teachers will identify, with students, the areas that need improvement, what they need to do to improve and how this work will be accomplished.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The teacher team will establish the logistics of the program.</p> <p>Based on the agreed number of days and hours money will be allocated from Tax Levy Fair Student Funding to facilitate the program.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The success of the program will be measured by participants' performance on in-class assessments and on their DY0 Periodic Assessments (PA). Students' performance on these assessments will be compared with that on similar assessments prior to their participation in the program. The tools are teacher team created, based on New York State standards and the frameworks of the International Baccalaureate Organization. Periodic Assessments target the same skills but at different performance levels. Therefore a student may improve while earning the same grade as previously. The projected gains therefore will be a better or unchanged score on the DY0 PAs that are administered twice a semester.</p>

**Subject/Area (where relevant):** Small Group Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide consistent and effective AIS in the form of skills instruction, to students identified at the end of the 6<sup>th</sup> &amp; 7<sup>th</sup> grade as at risk for success in middle and high school. The goal is to have fewer than 3 students per grade, by May 2011, at risk of not being promoted in June 2011.</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>Seventh and eighth grade teachers and the guidance counselor will examine progress reports, anecdotal/ conferencing records and New York State Math and ELA scores at risk for success in middle and high school.</p> <p>The students identified will be provided AIS in the form of skills supporting in-class instruction and literacy. The program will consist of one class and be instructed by a senior/lead/ experienced teacher who has demonstrated, by student’s performance, success working with this population. The group will be kept small to allow group work as well as individual conferencing on a regular basis. Literacy and thinking about big ideas will be a focus as this has been found to be a critical component in motivation and achievement. Organizational skills will be an additional secondary focus.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title 1 funds in addition to Tax Levy funds will be used to compensate teachers. In the spring semester Regents prep will occur during Small Group Instruction and After School.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The success of the program will be measured by participants’ performance on in-class assessments and on their DY0 Periodic Assessments (PA). Students’ performance on these assessments will be compared with that on similar assessments at the beginning of the academic year. Periodic Assessments are teacher team created, based on New York State standards and the frameworks of the International Baccalaureate Organization. The Periodic Assessments target the same skills at different performance levels increasing with the complexity of text and application. The projected gains therefore will be a better or unchanged score on the DY0 PAs that are administered twice a semester and promotion to the next grade.</p>

## **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)**

*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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	5	7	0	0	3	0	0	1
8	6	5	5	8	2	0	0	0
9	9	15	0	5	4	0	0	0
10	15	10	5	8	2	0	0	1
11	10	5	6	6	1	0	0	0
12	10	8	12	8	1	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>	<p><b>Approaches to learning (ATL):</b> organizational skills, study practices &amp; attitudes toward work, collaborative skills, communication, information literacy, reflection, problem solving and thinking skills, research and investigation skills</p> <p><b>BSGE’s Meta-cognitive Program;</b> 7 Habits of Good Readers, Habits of Mind</p> <p><b>Reader’s Apprenticeship Program</b></p> <p>Grades 7 &amp; 8- New York State test prep, 10<sup>th</sup> grade ELA Regents prep, IB Lang A1</p> <p>Students mandated by their subject teacher must attend at least a one day a week session for 50 minutes to an hour. AIS includes:</p> <ul style="list-style-type: none"> <li>* 7<sup>th</sup> &amp; 8<sup>th</sup> grade- New York State test prep and homework help.</li> <li>* 9<sup>th</sup> &amp; 10<sup>th</sup> grade- reinforcement of literacy strategies and exposure to and review of the text prior to class.</li> <li>* 11<sup>th</sup> &amp; 12<sup>th</sup> grade- structured lessons around IB Diploma tasks, mini lessons on concepts or skills not mastered as assessed by the teachers or identified by students. 11<sup>th</sup> &amp; 12<sup>th</sup> grade teachers also help students with their profiles for college applications and personal statements.</li> </ul>
<b>Mathematics:</b>	<p>Students mandated by their subject teacher must attend at least a one day a week session for 50 minutes to an hour. AIS includes ATL for all and</p> <ul style="list-style-type: none"> <li>* 7<sup>th</sup> &amp; 8<sup>th</sup> grade- mini lesson on concept and skills. New York State test prep and homework help.</li> <li>* 9<sup>th</sup> &amp; 10<sup>th</sup> grade- review of concepts taught in class, mini lesson on concepts and skills the teacher assessed that students have not mastered or that students indicate they have not mastered.</li> <li>* 11<sup>th</sup> &amp; 12<sup>th</sup> grade- structured lessons around IB Diploma tasks based on students’ need, review of concepts and skills not mastered and assistance with IB internal assessments.</li> </ul>
<b>Science:</b>	<p>Students mandated by their subject teacher attend one day a week session for 50 minutes to an hour. AIS includes ATL for all and</p> <ul style="list-style-type: none"> <li>* 7<sup>th</sup> grade- homework help, test review.</li> <li>* 8<sup>th</sup> grade- Living Environment Regents test prep, lab skills review and homework help.</li> <li>* 9<sup>th</sup> &amp; 10<sup>th</sup> grade- assistance preparing lab reports and Regents test prep.</li> <li>* 11<sup>th</sup> &amp; 12<sup>th</sup> grade- structured lessons around IB Diploma tasks based on students’ needs, additional time to complete in-class assessments and lab experiments, lab prep review, and IB exam prep.</li> </ul>

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



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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (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) 0 Number of Students to be Served: 0 LEP 408 Non-LEP

Number of Teachers 31 Other Staff (Specify) Clerical

**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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**WE DO NOT HAVE LEP STUDENTS AND DO NOT RECEIVE TITLE III FUNDS**

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<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.

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

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.

***Utilizing the methodology described above, last year 1% of our parent community preferred communication in Bengali, 1% in Chinese, 4% in Korean and 6% in Spanish. This year, employing the same methodology, 7% percent of the families in our school community prefer communication in Spanish while Bengali and Chinese both remain a preference for 1% of our families.***

## 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.

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

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

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

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

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

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

*All Title I schools must complete this appendix.*

**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:	\$ 0	\$157,989	\$ 157,989
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 0	\$1,580	\$1,580
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **85%**
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.

IN THE 2010 – 2011 ACADEMIC YEAR ONLY 1 TEACHER OF A CORE SUBJECT IS NOT HIGHLY QUALIFIED. THIS TEACHER POSSES THE REQUIRED COURSE WORK AND EXAMS TO TEACH THE SUBJECT AREA BUT HAS NOT CHANGED LICENSES DUE TO THE ECONOMIC CLIMATE AND FEAR OF LAYOFFS. THIS TEACHER POSSES A GENERAL BIOLOGY LICENSE AND IS TEACHING BOTH BIOLOGY AND CHEMISTRY. THEREFORE, STRATEGIES AND ACTIVITIES TO ADDRESS THIS MATTER ARE NOT NEEDED.

\* 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.

The Title 1 ARRA funds were used to offset budget reductions which would otherwise have resulted in the reduction of faculty. The Baccalaureate School for Global Education (BSGE) is an International Baccalaureate (IB) World Organization School offering the IB Diploma which involves high quality assessments. The entire student population participates in the IB Diploma Program thus the funds are used school wide to support all students. Parent members and parent participants of the School Leadership Team expressed a need for grade specific parent workshops around the IB Diploma to increase parent involvement and reduce student transition.

The Parent Coordinator, the IB Coordinator and a teacher will plan the workshops; parent invitations, refreshments, contract the IB office, set dates and times. The IB office in New York will be contacted to provide an official from that agency or our IB Coordinator, a former IB official will conduct the workshops.

**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.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

**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.

***The guidance counselor provides teachers and grade teams with a list of the students performing at or below grade level state assessments. This information is used by teachers, in grade teams, to develop individualize academic plans for each of the students and determine the AIS courses needed for the school.***

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.

***The IB Diploma program is an advanced academic program. All students participate in the Pre IB Diploma***

***Program (grades 7-10) and the IB Diploma Program (Grades 11 & 12). Teachers, in grade and discipline teams, identify student and curriculum needs and develop or modify instruction and AIS programs accordingly and to support struggling students. Students failing to meet academic standards are mandated to participate in Small Group Instruction 3 days of the week and may be required to participate in subject and grade specific classes in After School.***

3. Instruction by highly qualified staff.  
***There is only 1 teacher instructing a Core Course who as appears as Not Highly Qualified (HQ) and Teaching out of Certification Area. This teacher posses a General Science-Biology license, has completed the required course work and passed the required exams to be HQ and certified to teach Chemistry.***

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.

***The Title 1 funds will be used to pay for teachers to attend or participate in IB pre Diploma & Diploma teacher workshops. The Pre IB Diploma Coordinator and the IB Diploma Coordinator will identify the teachers to attend based on availability of workshops and last attend date.***

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

**NOT APPLICABLE**

6. Strategies to increase parental involvement through means such as family literacy services.  
***Workshops targeting the needs of the parent community in relations to the Pre-IB Diploma & IB Diploma programs Were developed last year and will be held this year. Parents will again be surveyed at PTA meetings and by the Parent Coordinator for specific areas they'd like workshops to address.***

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.

**NOT APPLICABLE**

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.

***Teachers meet in both grade and discipline (subject) teams where student work is reviewed, student achievement discussed and specific strategies to address students' needs devised.***

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.

***BSGE participates in the Design Your Own periodic assessments. Discipline teams (subject teachers) develop the DYO assessments based on the IB Diploma criteria and assessments and state standards.***

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.

***NOT APPLICABLE***

## **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)
Title I, Part A (Basic)	Federal			✓	N/A	N/A	N/A
Title I, Part A (ARRA)	Federal	✓			\$157,989	✓	#16, #18
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal			✓	N/A	N/A	N/A
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$488.00	✓	Add Page #
Tax Levy	Local						Add Page #

#### 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.

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**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.

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS 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:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **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:** \_\_\_\_\_

**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.)

**NONE**

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

**SHOULD A STUDENT'S HOUSING STATUS CHANGE THE SCHOOL'S GUIDNACE COUNSELOR (GC) WILL BE INFORMED IMMEDIATELY AFTER THE SCHOOL RECEIVES NOTICE. THE GC WILL, WITH THE STUDENT, ASSES HIS/HER NEEDS RELATIVE TO SUSTAINING ACADEMIC STABILITY AND DEVELOP A PLAN TO ACHIEVE THIS.**

### **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>	Baccalaureate School for Global Education					
<b>District:</b>	30	<b>DBN:</b>	30Q580	<b>School</b>	343000011580	

**DEMOGRAPHICS**

Grades Served:	Pre-K	3	7	v	11	v
	K	4	8	v	12	v
	1	5	9	v	Ungraded	
	2	6	10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		97.0/94.9	97.2/	97.4 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.7	99.0	99.8
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	74	77	81		33.3	46.9	46.9
Grade 8	67	73	75				
Grade 9	74	69	70				
Grade 10	76	66	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	72	68	58		0	3	2
Grade 12	65	71	63				
Ungraded	0	0	0				
Total	428	424	408	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	6	9
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	0
Number all others	2	2	1				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	34	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	1	0	TBD				
# ELLs with IEPs	0	0	TBD				

*These students are included in the General and Special Education enrollment information above.*

Number of Educational Paraprofessionals	0	0	0
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.3	85.3	96.8
				% more than 5 years teaching anywhere	42.9	55.9	71.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	88.0	100.0
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	83.2	94.6	96.6
Black or African American	8.4	5.4	4.9				
Hispanic or Latino	29.7	28.1	26.0				
Asian or Native Hawaiian/Other Pacific	23.4	24.1	30.6				
White	38.1	41.3	38.0				
<b>Male</b>	43.7	43.9	45.6				
<b>Female</b>	56.3	56.1	54.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-	-	-	-	
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	v	v	-	-	-	-	
White	v	v	-	-	-	-	
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-	-	-		
Economically Disadvantaged	v	v		v	v	-	
<b>Student groups making</b>	5	5	1	2	2	1	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B / A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	56.1 /	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	8.5 / 8.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	19.8 /	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	27.8 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 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)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 411</b>	District <b>30</b>	School Number <b>058</b>	School Name <b>BSGE</b>
Principal <b>Kelly Johnson</b>		Assistant Principal <b>None</b>	
Coach <b>None</b>		Coach <b>None</b>	
Teacher/Subject Area <b>Chris Potter-English</b>		Guidance Counselor <b>Tim David-Language</b>	
Teacher/Subject Area <b>Juanita Kumar-English</b>		Parent <b>None</b>	
Teacher/Subject Area <b>None</b>		Parent Coordinator <b>Amy Reichel</b>	
Related Service Provider <b>Tim David-Lang</b>		Other <b>None</b>	
Network Leader <b>Emily Sharrock</b>		Other <b>None</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>407</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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.

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.

#### Identification of English Language Learners (ELLs) at BSGE

- \* Parents receive, upon registering their child, the Home Language Survey. This is supervised by the Guidance Counselor and executed by Ms. Julia Noboa, Supervisor of School Aides and Ms. Amy Reichel, Parent Coordinator. Both Mr. David-Language and Ms. Noboa are Bilingual- Spanish.
  - \* Parents who speak a language other than English or Spanish are shown the Language Identification post card to indicate the language they speak and prefer written communication in.
- \* The LAB-R is administered by a school administrator, ESL teacher, English teacher who has experience or other school personnel who has experience.
- \* The NYSESLAT is administered by a school administrator, ESL teacher, English teacher who has experience or other school personnel who has experience.
- \* When applicable a school administrator ensures that parents understand the three program choices and what is available at BSGE.
  - \* The school administrator working assigned to work with the students and families of children entitled to an ELL program prepares and distributes the entitlement letter.
  - \* The school administrator contacts the parents to personally schedule an appointment.
  - \* During this meeting the three choices are explained as is the program and services that are available at BSGE.
    - \* Parents wishing services not available at BSGE are counseled by the Guidance Counselor and school administrator regarding school options taking into consideration parents desired learning environment.
    - \* Parents wishing to keep their child at BSGE though the program their child is entitled to is not available are required to indicate that this is their choice.
    - \* Parents have opted, 100% of the time, to keep their child at BSGE.
- \* There isn't an ELL, bilingual or ESL instructional program at BSGE.
  - \* As a small school with occasionally a small ELL population across 6 grades, ELL students are serviced within the structure of our regular school program and provided additional support in the form of AIS services. Therefore, students receives 350 minutes/2 weeks of ELA instruction by a licensed ELA teacher or dual licensed ELA/ESL teacher (12th grade). Each student participates in an Academic Advisory for 35 minutes each day in which students are engaged in silent/independent reading. This includes a bibliography review period, book talk and when needed the Junior Great Books curriculum.
  - \* As an International Baccalaureate School, two of our guiding principles are to teach and assess for understanding of important ideas and processes and identify desired learning results emphasizing big ideas and enduring understandings. This is accomplished by framing big ideas around challenging essential/guiding questions and tasks. Through International Baccalaureate Organization (IBO) assessments that are both external and internal and BSGE assessments we are able to measure student progress in attaining English proficiency. Further development of language proficiency is guided by promoting critical thinking using highly contextualized text and highlighting functional language use, justifying opinions, negotiating meaning, explaining, and stating conclusions. All of the above is utilized in the delivery of instruction in the individualized subject matter small group instruction that our students are mandated to attend for enrichment purposes three times a week for 50 minutes; AIS.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>								0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>								0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>								0	0	0	0	0	0	0
<b>Push-In</b>								0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali								0	0	0	0	0	0	0
Urdu								0	0	0	0	0	0	0
Arabic								0	0	0	0	0	0	0
Haitian								0	0	0	0	0	0	0
French								0	0	0	0	0	0	0
Korean								0	0	0	0	0	0	0
Punjabi								0	0	0	0	0	0	0
Polish								0	0	0	0	0	0	0
Albanian								0	0	0	0	0	0	0
Yiddish								0	0	0	0	0	0	0
Other								0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish															0	0	0	0	0	0
Chinese															0	0	0	0	0	0
Russian															0	0	0	0	0	0
Korean															0	0	0	0	0	0
Haitian															0	0	0	0	0	0
French															0	0	0	0	0	0
Other															0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	
Russian	0	0	0	0	0	0	0	0	0	0	
Korean	0	0	0	0	0	0	0	0	0	0	
Haitian	0	0	0	0	0	0	0	0	0	0	
French	0	0	0	0	0	0	0	0	0	0	

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								0	0	0	0	0	0	0
Chinese								0	0	0	0	0	0	0
Russian								0	0	0	0	0	0	0
Bengali								0	0	0	0	0	0	0
Urdu								0	0	0	0	0	0	0
Arabic								0	0	0	0	0	0	0
Haitian								0	0	0	0	0	0	0
French								0	0	0	0	0	0	0
Korean								0	0	0	0	0	0	0
Punjabi								0	0	0	0	0	0	0
Polish								0	0	0	0	0	0	0
Albanian								0	0	0	0	0	0	0
Other								0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

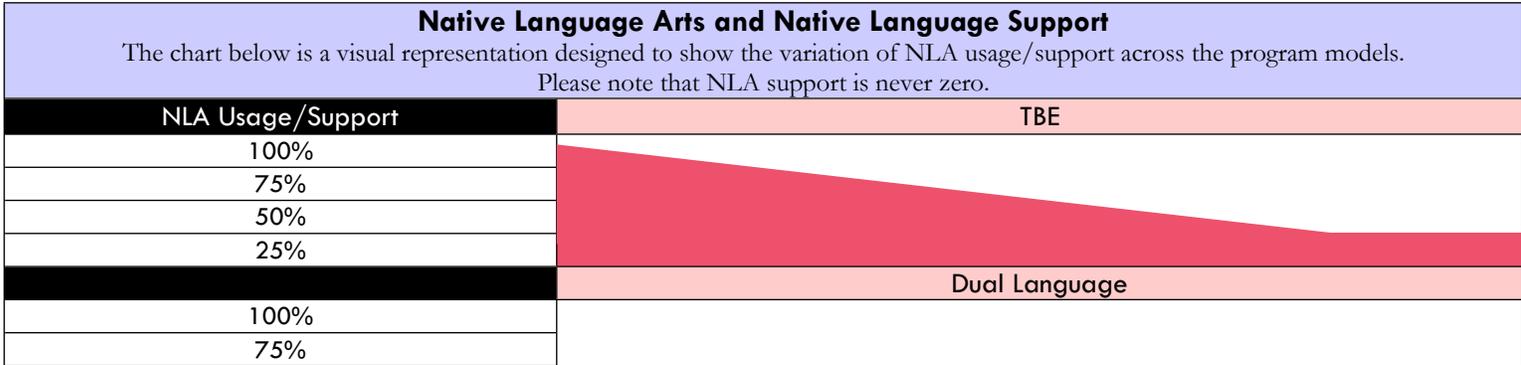
# Part IV: ELL Programming

## A. 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> <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>
<b>NOT APPLICABLE</b>

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. 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?

NOT APPLICABLE

Paste response to questions 5-14 here

NOT APPLICABLE

### C. 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)?

Paste response to questions 1-5 here

NOT APPLICABLE

### D. 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.

Paste response to questions 1-3 here

NOT APPLICABLE

### E. 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 to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

NOT APPLICABLE

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								0	0	0	0	0	0	0
Intermediate(I)								0	0	0	0	0		0
Advanced (A)								1	0	3	0	0	0	4
Total	0	0	0	0	0	0	0	1	0	3	0	0	0	4

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													

	<b>A</b>													
	<b>P</b>													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7		-0	-0	-0	0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7			-0		-0		-0		0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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 in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here

NOT APPLICABLE

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		