



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME : BARUCH COLLEGE CAMPUS HIGH SCHOOL**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M411**

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SUPERINTENDENT: TAMIKA MATHESON

## **SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### **Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented
Alicia Pérez-Katz	*Principal or Designee
Lauren Loizides	*UFT Chapter Leader or Designee
Johanna Van Straaten	*PA/PTA President or Designated Co-President
	DC 37 Representative, if applicable
Spencer Tibbals Daniel Dornbaum Meghan Chin	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )
	CBO Representative, if applicable
Sybao Cheng Wilson	Member/
Ruth Cogan	Member/
Shanay Chan	Member/
	Member/
	Member/
	Member/
	Member/



## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with

your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

By June 2012, ELA and math teachers will develop ,teach and modify a unit of study (text & modeling),will select an additional strand to examine as a department activity.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment showed that students were not meeting State academic content and student achievement standards.
- 23 students in the 9<sup>th</sup> grade scored at level 2 on the ELA exam, 30 in the 10<sup>th</sup> grade.
- 7 students are level 2 in math in the school (grades 9 & 10).
- Yet, when we talk about college and career readiness, we examine a more rigorous standard for 11<sup>th</sup> grade. Our DYO assessments measured that students as a whole continue to struggle with the meaning of words.
- In looking at PSAT data, they scored lowest on representation, where they are required to be graphical to communicate mathematical ideas and solve problems.
- Departments spent time last spring meeting and reviewing the common core. This was a good indicator, and guided us in looking at the core.

### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups
  - teachers will develop ,teach and modify a unit of study that embeds text and modeling),will select an additional strand to examine as a department activity.
  - Over the summer, teachers planned their unit and in spring 2011, they will teach and modify it.
  - In department teams, teachers will use the Looking at Student Work process to assess student work and then refine and reteach based on need.

- Teachers will use the Understanding By Design (McTighe) model
  - Teachers will incorporate Universal Design for Learning (UDL) into English Language Learners.
  - Teachers will modify the DYO assessment rubrics/tasks, incorporate the National Council of Teachers of Mathematics standards for
- b) staff and other resources used to implement these strategies/activities
- English and math departments, Assistant Principal (math), Principal (English) understanding UDL and assessing data and linking to the CCSS.
- c) steps taken to include teachers in the decision-making regarding the use of
- Teachers in math and ELA meet collaboratively and write and design the DYO. This year, they will modify the DYO assessments to align with the CCSS.
- d) Timeline for implementation:
- Teachers will provide Copies of units with student work samples to review
  - Teachers will teach one unit minimum that embeds the common core standards
  - The DYO rubric will be revised by June, 2012.
  - English and math departments will meet weekly between September, 2011

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Plan provided on pages 11 through 15 in this CEP.
  1. Parents will receive DYO data where they can track student progress toward standards.
  2. Parents will be invited to class performances with the MCC Theater group and Orchestra.
  3. Parents attended curriculum night, where they had the opportunity to learn about common core initiatives.
  4. Teacher curricula are posted on the school website for families.
  5. The principal sends weekly emails to all families, in both English and Chinese.



- A writing arts class programmed for all 9<sup>th</sup> and 10<sup>th</sup> grade students in addition
- Literacy curriculum tied to the advisory program and all teachers programmed
- (circular 6) common planning time for teachers to collaborate and plan.
- 150 minutes extended day to support students with small group instruction

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

By June 2012, Social Studies and Science teachers will develop ,teach and model a rubric to assess student reading & writing that will be used at least two times in

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment is based on the performance of students in relation to State academic content standards. There is a need to improve student's social studies skills and to infuse literacy in both social studies and science regents exam, and teacher anecdotes from weekly department team meetings. Student data shows 15 students in grade 10 are level 2 in Social Studies and 17 students in grade 11 (14% are level 2 and 4 have yet to pass US History. We no longer receive data from middle school. In working with an Instructional Coach this year, the history department analyzed Regents Exam data. We looked at several samples of the Thematic Essay and had the following takeaways:
  - Students had a firm grasp on the organizational requirements of their essays
  - Students consistently addressed (even if only in name) what the task was asking
  - Students generally had primarily correct information
  - Students were too vague in answering the questions-they did not provide evidence
  - Students are not choosing outside of the suggestions, and they may not be

- Stamina may be an issue, especially with former ells

After discussing the essays we began to think of some ways in which we could address

- Using wordles to post topics associated with the various themes
- Having students create spiders for each theme including details as a quiz or
- Incorporating a matching of topic to theme at the end of each unit
- Essay study guides
- Posting themes on the walls and consistently refer to them
- Importance of “sticky ideas” and stories throughout history
- Finally, the importance of cumulative attention to topics

In Science, we have an instructional coach from the network working with the team. Looking at samples of students writing, we discussed infusing instructional strategies and literacy standards.

### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups
  - The Science department will partake in a 6 week cycle of professional development on Common Core, and how to look at student work as a vehicle for increasing understanding.
  - The History department will share which unit they are teaching this year and see if students are mastering this task, make revisions to instruction based on need.
  - In department teams, teachers will use the Looking at Student Work protocol to analyze and then refine and reteach based on need.
  - All staff will partake in additional professional development to learn the new standards.
  - Over the summer, teachers planned their unit aligned to the Common Core standards.
  - Teachers will use the Understanding By Design (McTighe) model to design lessons.
  - Teachers will incorporate Universal Design for Learning (UDL) into lessons for English Language Learners.

- Teachers will design a writing rubric using the CCSS as a guide.
- b) Staff/resources:
  - teachers in social studies and science, CFN 101 instructional coaches for the first year, and instructional coaches for the second year into the day, mentoring for new staff.
- c) steps taken to include teachers in the decision-making regarding the use of standards:
  - staff are involved in decision making in that they write their own curriculum, assess student work and reflect on and make changes to instructional practice.
- d) timeline for implementation.
  - Teachers will provide Copies of units with student work samples to review.
  - Teachers will teach one unit minimum that embeds the common core standards.
  - The writing rubric will be developed by February, 2012 and implemented by March.
  - Social Studies and Science departments will meet weekly between September and February.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Plan as provided on pages 11 through 15 in this CEP.
  1. Parents attended curriculum night, where they had the opportunity to learn about the common core initiatives.
  2. Teacher curricula are posted on the school website for families.
  3. The principal sends weekly emails to all families, in both English and Chinese.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, in order to achieve this goal.

**All teachers are Highly Qualified**



## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

By June 2012, 96% of students will pass the Global history Regents exam, an improvement

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment was conducted in relation to State academic content and student achievement standards. *17 students failed the global history exam between 1-2 times. When analyzing these scores, 17 students dropped two levels) from their middle school test scores. In observing Global History 1 instruction, we found more literacy infused in instruction and thematic based units, rather than chronological.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to address the identified need.
  - a) strategies/activities that encompass the needs of identified student subgroups.
    - We created a Global Mosaic class to support students who have not passed the exam in one mandated extended day session. The teacher is using resources to support learning.
    - In the Global History classes, the Global teacher is infusing research-based strategies *Comprehension And Critical Thinking* (Ogle, Klemm, McBride) into the instruction. The instruction is cumulative in scope, rather than sequential, using Understanding by Design.
    - An instructional coach from the network is meeting weekly with the Global History teachers and teachers use the Problem of Practice protocol.
    - The history department meets weekly to discuss what they need for the next year. January. Staffing will be provided to score and time will be provided for the exam.
    - The Global History teachers meet weekly in interdisciplinary team meetings to discuss Questions (McTighe).

- b) staff and other resources used to implement these strategies/activities
  - o History teachers, Instructional Coach from CFN 101, Principal, Faculty
  - o Resources: online resources from Facing History, online database
  - o interdisciplinary team common planning time and teacher planning
- c) steps taken to include teachers in the decision-making regarding the unit
  - o The Principal met with the Global History teachers in June, 2011 to do
  - o walkthroughs, literacy was an area to focus on in instruction, and do
  - o The History department worked collaboratively with the Instructional
- d) Timeline for implementation.
  - o Instructional coach meets weekly with the history department from October
  - o History teachers from October – May, 2011.
  - o Students in the Global Mosaic class will take the Regents exam in January
  - o Students in the 10<sup>th</sup> grade will take the practice regents in January
  - o and instruction will be differentiated to meet student’s needs.
  - o The new unit on the Middle East will be taught by May, 2012.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Plan provided on pages 11 through 15 in this CEP.
  - o Curriculum night is hosted in September so parents can have an overview
  - o In addition, teachers are speaking at PTA meetings on their courses and
  - o Parents are invited to student presentations, including chaperoning in
  - o Advisors communicate with families and families sign off on students
  - o All parents are notified by teachers and advisors if there are concerns in

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, in order to achieve this goal.

**Teachers are all highly qualified**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported by the State (e.g., Head Start) are being coordinated with the instructional strategy.
  - *An instructional coach from the network is working with the history department.*
  - *BCCHS is partnering with Facing History for resources and Baruch College.*

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this (e.g., Title IIA, Title III, etc.) that will support the actions/strategies/activities described.
- Fiscal resources:
  - TL FSF funds for staffing
  - NYSTL software funds for history databases.
  - FSF OTPS for general supplies
  - NYSTL textbook funds for updated History texts
  - TL FSF funds for coverages & substitutes to allow for a full practice Release Day
- Human resources:
  - US History teacher is programmed to teach the Global Mosaic class.
  - Common planning periods are scheduled within the school day. Teachers 150 minutes is utilized for after school supports.
  - Additional minutes of instructional time are scheduled for history classes.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

By June 2011, teacher effectiveness will improve for every teacher in at least one domain and one category of the Marshall rubric.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment is in relation to State academic content and student achievement standards. Last year, we piloted the Marshall walk through plan with interested teachers in January to move their practice and to provide effective professional development. The forms provide long term meaningful feedback. After the pilot, in which 2/3 of staff participated, teachers agreed that the process was walkthruhs as their formal evaluation and over 2/3 agreed to it. We found the need for a rubric to align feedback, in order to give teachers concrete performance varies from class to class, depending on the teacher, and by providing performance can therefore improve. In reading teacher year-end feedback forms, they indicated the desire for regular feedback. Student performance is linked to teacher practice. Teachers who need support in this area are evidenced in classroom observations and in student anecdotes.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to accomplish this goal.

- a) strategies/activities that encompass the needs of identified student subgroups
  - o Administration will meet with teachers triennially to set and monitor progress.

- choice. One goal is linked to the Marshall rubric.
  - Administration will visit teacher classes for 5-10 minutes and provide feedback every three week cycles, and track their feedback in a spreadsheet.
  - Teachers will receive professional development, unpacking the Marshall rubric.
  - Teachers were given the option to be rated using a cumulative observation.
- b) staff and other resources used to implement these strategies/activities
- Staffing: Principal, Assistant Principal, all teachers, technology specialist
  - Resources: Google documents to upload and share feedback with staff, staff meeting to meet with to discuss feedback.
- c) steps taken to include teachers in the decision-making regarding the use of the Marshall rubric
- All staff engaged in a three week staff development cycle to review the Marshall rubric.
  - Administration meets regularly with teachers to provide feedback and support.
  - Teachers fill out surveys at the end of staff meetings, providing feedback on the use of the Marshall rubric at the end of the year.
  - In May, teachers fill out a school survey, reflecting on the structures put in place.
- d) timeline for implementation.
- Staff received the Marshall rubric over the summer, and were asked to provide feedback on the rubric.
  - During the staff retreat in August, we introduced the expectations.
  - In September-October, staff development was geared towards unpacking the Marshall rubric.
  - Administration meets with all teachers in October, January and May/June.
  - Administration conducts mini observation cycles and will see each teacher at least once.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Plan provided on pages 11 through 15 in this CEP.
  - Goals were shared with families during the SLT meetings.



## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions above. By June 2012, communication in the school will have improved by utilizing Google. Increase on the Communication section of the Learning Survey to 6.7 from 6.4.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment is in relation to State academic content and student achievement standards.
  - In reviewing the 2010-11 Learning Survey, we decreased in Communication average. Specifically, a majority of teachers indicated that they do not feel confident in their communication skills.
  - We also reviewed data from internal year-end surveys that teachers filled out with students and families, and to align initiatives in one easily accessible forum.
  - Parents shared anecdotally at PTA meetings, in teacher interactions and other forums.
  - Administration attended staff development at Google in 2010-11, and met with teachers for collaboration among students and staff.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to address the goal.

- a) strategies/activities that encompass the needs of identified student subgroups:
  - In 2010-2011, the AIT piloted Google docs using them with a small group of students.
  - All students received login information and internet safety instruction.
  - Students are using Google groups to engage in online discourse about school events.
  - Professional development will support teaching teachers how to use technology.

- b) staff and other resources used to implement these strategies/activities
  - Principal designs Google site and leads professional development, teachers use Google tools, students use Google to communicate and access content
  - Resources: computers for students and teachers to access, professional development
- c) steps taken to include teachers in the decision-making regarding the use of technology
  - Three teachers worked with the technology specialist in 2010-11 to pilot
  - Teachers were surveyed in June, 2011 as to what support they would like
  - The Professional Development Committee, which is comprised of three
- d) Timeline for implementation.
  - Staff received professional development in June 2011, August 2011 and
  - All teachers must develop a class page with a minimum of curriculum
  - All students receive bcchs.net logins and access information through a
  - Teachers are introduced to Google for educators in June, 2011.
  - Teachers attend a staff retreat to review Google in August, 2011.
  - All teachers use Google docs for student mid-quarter progress reports
  - All minutes from collaborative meetings are posted on Google docs (o
  - Teachers are introduced to Google forms, spreadsheets, sites and doc
  - Differentiated professional development for staff is rolled out in Decem

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement plan provided on pages 11 through 15 in this CEP.
  - Parents have access to information about classes, projects and calendar
  - Parents receive regular emails about "this month at BCCHS" and upcoming
  - Parent volunteers are helping with web design.





## ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

			<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>
<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>		

ents ng	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
	N/A	N/A		
	5	N/A	4	0
	0	15	2	0
	1	12	3	0
	1	5	2	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>Wilson is taught for students who have processing difficulties, after school, with our resource room teacher.</b>  <b>For other students, they are mandated to attend extended day in ELA, which meets weekly, where students receive small group and one-to-one tutoring in reading and writing, after school.</b></p>
<p><b>Mathematics</b></p>	<p><b>they are mandated to attend extended day in math, which meets weekly, where students receive small group and one-to-one tutoring in reading and writing, after school.</b></p>
<p><b>Science</b></p>	<p><b>they are mandated to attend extended day in science, which meets weekly, where students receive small group and one-to-one tutoring in reading and writing, after school.</b></p>
<p><b>Social Studies</b></p>	<p><b>they are mandated to attend extended day in social studies, which meets weekly, where students</b></p>

	receive small group and one-to-one tutoring in reading and writing, after school.
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Students meet with the guidance counselor in small groups focusing on study skills and organization, once a week, during the school day.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>N/A</b>
<b>At-risk Services provided by the Social Worker</b>	<b>N/A</b>
<b>At-risk Health-related Services</b>	<b>Any students who are at-risk for health reasons meet with the guidance counselor and have a 504 plan.</b>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers

and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents

of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
  - complete my homework and submit all assignments on time;
  - follow the school rules and be responsible for my actions;
  - show respect for myself, other people and property;
  - try to resolve disagreements or conflicts peacefully;
  - always try my best to learn.
- 

N/A

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Marina Cofield</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>411</b>
School Name <b>Baruch College Campus High School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Alicia Perez-Katz</b>	Assistant Principal <b>Gisele Nassif</b>
Coach	Coach
ESL Teacher <b>Melody Kwan</b>	Guidance Counselor <b>Stephanie Smith</b>
Teacher/Subject Area <b>Ruth Cogan</b>	Parent <b>Shanay Chan</b>
Teacher/Subject Area	Parent Coordinator <b>Janice Salmeri</b>
Related Service Provider	Other
Network Leader <b>Marina Cofield</b>	Other

### C. 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>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>432</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>1.62%</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. 

1. We administer the HLIS to all new entrants and review them. If a student indicates that a language other than English is spoken at home, or written, read, then we administer the LAB-R to that student. The LAB-R is scored and the student and their family are given a letter explaining what services they are entitled to and the family selects what services they want. As we are a small school and currently have only 6 ELLs, we only offer freestanding ESL, however, will find them a program in another school, or if there are enough students in the school to make a bilingual class (if that is what they select) then we will create this program. All ELLs are evaluated annually with the NYSESLAT. This is given during the school day, during ESL classes.
2. Parents who have newly enrolled ELLs are invited into school to view a video on their choices for programs. A letter is mailed home in their native language outlining their choices, along with an invitation to attend an information session in the evening. The school secretary, who is fluent in Chinese, would call homes as well (assuming the ELLs are Chinese, which is generally the case at our school.) If they speak another language, we would send a letter home. All families need to select the program within the first few weeks a child enrolls so they can be placed appropriately.
3. The parent coordinator tracks the Parent Survey and Program letter returns and submits them to the principal for review. If a form is not returned, we follow up with a phone call home. As we do not have Transitional Bilingual Education as a program at our school, we would then seek a school with this program and inform the family.
4. Students are currently placed in ESL programs, as this is the program our school has. However, if there were enough students to create a bilingual class, then we would reprogram the school to create this. In addition, all ELL students parent information surveys and preference forms would be reviewed by the principal. The school secretary translates for CHinese families, and for families who speak Spanish, the Principal is fluent and can speak to them. We also have staff members who are fluent in Portuguese, Arabic, Italian. If there is another language, we would use over the phone translation services and have the parents in for a meeting with translation to discuss their options and choices.
5. We have not had new ELLs entering our school in the past few years. However, in reviewing the students that are currently in our school, they have selected to remain in our school and have an ESL program. All 7 students came to us from the same middle school and they were all in ESL in middle school.
6. As we do not have parent choice forms on file, as we have no new entrants, I cannot speak to this data. However, if we did need to build alignment to parent choice offerings (for instance, if they selected bilingual, but we only offer freestanding ESL, then I would need to hire an additional Spanish teacher, as our ESL teacher currently teaches Spanish, and program the ESL teacher for a full bilingual program, rather than her current, split ESL/Spanish program.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

Page 44  1  2  3  4  5  
 6  7  8  9  10  11  12

**This school offers (check all that apply):**

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	6	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	6	5	0	1	1	0	7
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>7</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										0	0	0	0	0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

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
Chinese										2	5			7
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>7</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 ensure that ELLs are appropriately evaluated in their native languages?</li> <li>5. 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> </ol> </li> <li>6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?</li> </ol>

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. ELLs receive freestanding ESL classes during the school day (pull out) and push in extended day. We have 7 ELLs, so they are in one class, with one ESL teacher. The program model is heterogeneous, mixed grade for the freestanding ESL class. For the push-in extended day, students are with students in their grade.
2. Our ESL teacher is programmed to teach 150 minutes of ESL weekly. In addition, she pushes into Spanish for the 9<sup>th</sup> grade for 200 minutes a week, and pushes in to English once a week for 50 minutes. All ELLs are programmed for writing arts in 10<sup>th</sup> grade, which provides 150 minutes of writing instruction. All ELLs receive ELA instruction, 200 minutes a week. This equals 380 minutes a week for 9<sup>th</sup> grade (one intermediate, one advanced) and 200 minutes a week for 10<sup>th</sup> grade (advanced level.)
3. Content areas are delivered in our ESL program in that the teacher will support students with readings from their classes and assist them in comprehending what is expected in each class. Students attend all core academic classes, in addition to ESL, so they receive their content instruction through those classes, primarily. All students who meet for ESL with our ESL teacher meet with her in a small group and look at vocabulary, speaking and listening. The teacher reads out loud to the students and they engage in question and answer sessions, to ensure understanding in context and vocabulary development. Students also work on writing in ESL, looking at common errors in Chinese/English and ways to self edit their work. Students are grouped in their academic classes in heterogeneous groups, where they work on reading strategies (double entry notes, post it notes, reflection logs, vocabulary lists) and discussion in small groups. ELLs attend after school sessions, where they preview material for their academic classes, so that they then participate in whole class discussions the following day. Additionally, the ESL teacher reviews content area vocabulary with students. Students read aloud in class and have small group discussions. The ESL teacher meets weekly with the 9th grade English teacher to plan how to teach content and grammar. They review what ELLs are learning in English and what they need support in. The ESL teacher aligns the units with her ESL program. For example, when they were writing personal essays in Writing class (which ELLs do not take) she taught point of view essay in ESL, so that they can master similar benchmarks. The Balanced Literacy Strategy is implemented towards their instruction to help develop the immediate skills of (these skills are what our students stated that they are having the most difficulty with and what the teacher assessed from student work): Comprehension (analyzing what is said or what is read), Speaking (sharing in small groups) and Writing. To plan, the ESL teacher analyzes student work and plans from there, and is developing a curriculum. ELA instruction is tied to the Common Core.
4. ELLs receive Regents exams in both their native language and have the glossaries approved by the Board of Regents. All ELLs are given a bilingual glossary that they can use for all assessments.
5. Currently, all but one ELL are listed as SIFE. The SIFE students are academically in the same level as the other ELL student and have been successful in school. The ESL teacher supports them with vocabulary review and grammar instruction.
  - b. we currently have no newcomer ELLs at our school. At the high school level, all students take the English Regents. We do not have any ELLs in the 11<sup>th</sup> grade, when they take the exam, but if we did, the ESL teacher would provide direct Regents prep work.
  - c. The majority of our ELLs have been receiving ESL for 4 years. We analyzed the NYSESLAT data and have pinpointed the areas where students need to improve (for our students, reading & writing). Instruction in ESL is geared toward these skill areas, and students also review the NYSESLAT test. Students complete interim assessments in English, which focuses on essay writing. They receive

## A. Programming and Scheduling Information

feedback three times a year, showing where they need to work and growth over time. The English teacher modifies instruction based on this and students set SMART goals to meet these areas.

d. For our 6+ year ELL, this student receives the same services as our other ELLs.

6. We currently do not have ELLs/SWDs but if we did, we would have a common planning period for the ESL teacher and the Resource Room teacher to develop common strategies and supports for these students. If funding is available, we would program these students for Wilson, which supports reading development. In the past, we have had SWDs use Wilson and move up 4 reading levels.

7. We currently do not have ELLs/SWDs, but if we did, they would be programmed to attend all classes with their peers, and only be pulled out of class for related services if needed and/or the support teachers would push in to academic classes. Currently, any students with disabilities are not pulled out of core academic classes, and we would ensure the same, as well as the opportunity for enrichment.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

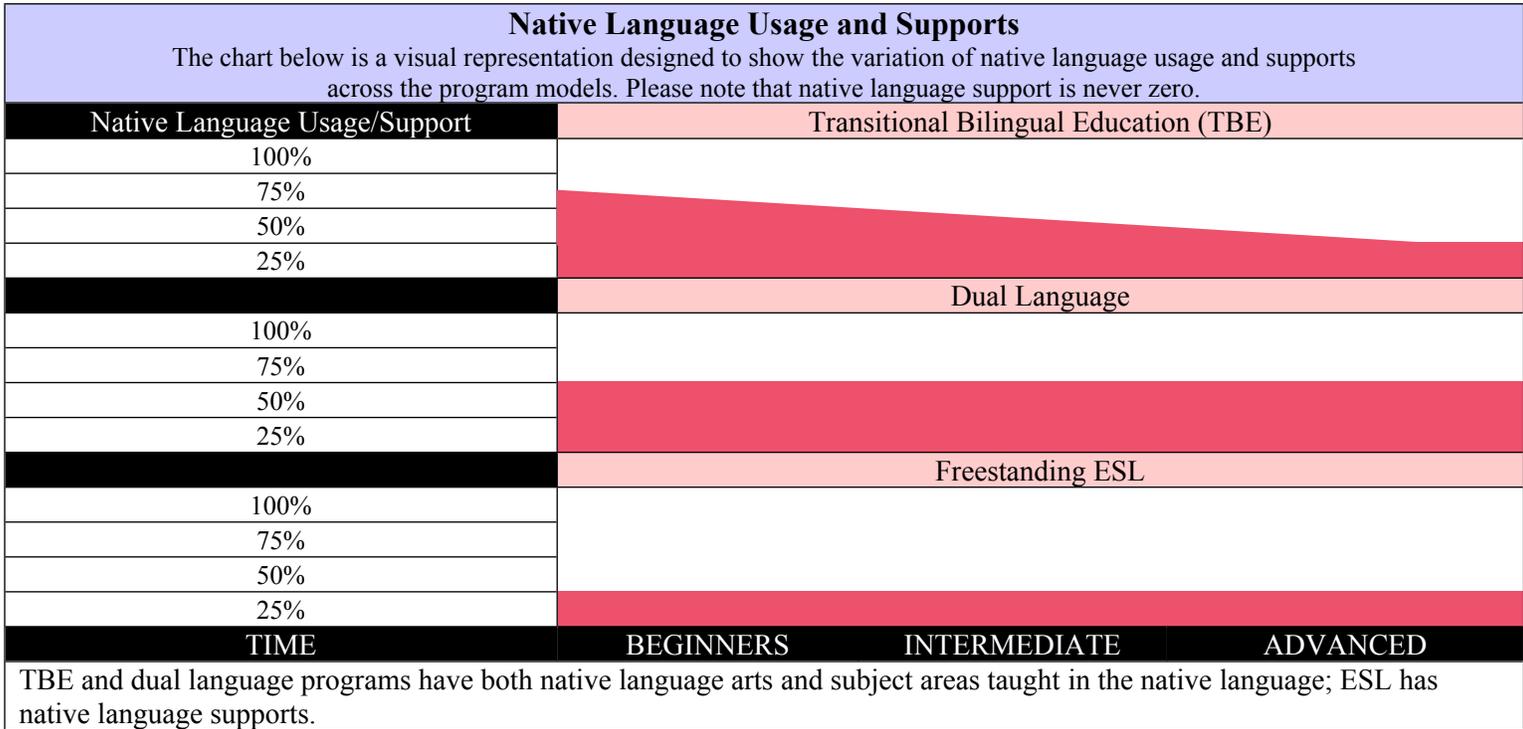
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All ELLs who scored at level 2 in their middle school tests/regents are mandated for Extended Day small group supports (in ELA, and other content areas.) These students work in small groups, with an ELA teacher that works with them by teaching mini grammar lessons, writing workshop model, and listen to audio books and reading aloud. The teachers use the text Sentence Composing in High School.
9. All former ELLs receive translated Regents and use of glossaries for all exams. They are allowed to have extended time on all tests and are mandated for extended day supports. In other content areas, teachers work with them on breaking down words, vocabulary, read alouds and the double entry note-taking model.
10. In ESL and ELA we have been focusing more on grammar instruction, and aligning curriculum to the Common Core standards. After reviewing student work, we noticed that our students struggle with verbs and tenses, so are delving deeper into vocabulary instruction and grammar. ELA teachers are incorporating word of the day. We also have a dual grade heterogeneous ESL class for the first time, so the 10<sup>th</sup> graders have been given mentoring roles for the 9<sup>th</sup> graders to assist them in the transition to high school.
11. we are not discontinuing any programs.
12. ELLs are in all classes with all students. Students can join the after school writing club. These students have the option to take the AP

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All ELLs who scored at level 2 in their middle school tests/regents are mandated for Extended Day small group supports (in ELA, and other content areas.) These students work in small groups, with an ELA teacher that works with them by teaching mini grammar lessons, writing workshop model, and listen to audio books and reading aloud. The teachers use the text Sentence Composing in High School.
9. All former ELLs receive translated Regents and use of glossaries for all exams. They are allowed to have extended time on all tests and are mandated for extended day supports. In other content areas, teachers work with them on breaking down words, vocabulary, read alouds and the double entry note-taking model.
10. In ESL and ELA we have been focusing more on grammar instruction, and aligning curriculum to the Common Core standards. After reviewing student work, we noticed that our students struggle with verbs and tenses, so are delving deeper into vocabulary instruction and grammar. ELA teachers are incorporating word of the day. We also have a dual grade heterogeneous ESL class for the first time, so the 10<sup>th</sup> graders have been given mentoring roles for the 9<sup>th</sup> graders to assist them in the transition to high school.
11. we are not discontinuing any programs.
12. ELLs are in all classes with all students. Students can join the after school writing club. These students have the option to take the AP Chinese exam. Last year, 6 former ELLs took the AP Chinese exam and scored a 5.
13. In ESL, students read their class novels (The Odyssey, Romeo & Juliet, Dante's Inferno for instance), as well as vocabulary prep books, grammar texts and NYSESLAT review books, they also look at their class textbooks for Global Studies and Science. They read short stories and poems in ESL. In content area classes, students also use Baruch College databases, curriculum video on demand, and google groups/sites as part of our technology initiative.
14. The ESL teacher is fluent in Chinese, and will give definitions/translation for vocabulary when needed. Students also can explain concepts to each other in their native language when they don't understand a concept. Students also have access to English/Chinese glossaries and several Chinese versions of class texts.
15. Yes. Students are programmed with their classmates throughout the day, and are reading higher level texts, such as Inferno and The Odyssey, with supports built in to help them access challenging texts. In freestanding ESL, it is a mixed age class, however, students review work assigned by their content area teachers with the teacher in small groups.
16. We do not currently have any newly enrolled ELLs. For our 9<sup>th</sup> graders, they have a curriculum in advisory to support the transition to high school, and senior mentors assigned to help them throughout the year. If we do have newly enrolled ELLs, they would be part of a guidance group to support their transition.
17. All ELLs take at least 1 year of Spanish, which is the only language offered at BCCHS. They can take the Chinese AP exam and college now foreign language courses in their 11<sup>th</sup> and 12<sup>th</sup> grade years. The ESL teacher teaches them Spanish.

## 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)?

N/A

## 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.

1. This year, we are teaching the ELL personnel, along with the rest of the staff, protocols for looking at student work and revising curricula to align with the common core in ELA. In past years, our Academic Inquiry Team looked at subgroups and developed intervention plans and our ESL teacher was a part of this committee; this year, our ELL teacher is a part of the 9<sup>th</sup> and 10<sup>th</sup> grade inquiry teams, which look at student work, and data and develop strategies to support students in success. The ESL teacher is also on the professional development committee. The instructional practices professional development that we have is through our inquiry grade teams. Teachers meet bi-monthly on grade teams around a focused inquiry question. In 9<sup>th</sup> and 10<sup>th</sup> grade, they are looking at student work and assessments, and group work structures. They will focus several meetings on looking at student work of ELLs and supports for language development.

2. Our summer retreat for staff reviews our advisory curriculum, and 9<sup>th</sup> grade advisors meet weekly to review curricula to support the transition to high school.

3. Our ESL teacher will be presenting at a new teacher meeting on strategies to support ELLs. All staff meet twice a month for the full school year by inquiry grade team, where we are looking at student work, in particular at writing and grammar for second language learners. Social studies team meets weekly with a staff developer and are looking at developing student writing for the Regents, as the English department is looking at their interim assessments around writing and science is incorporating the English common core supplement into their curriculum.

## 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?

1. We have monthly PTA meetings, which about 30 parents attend. During parent teacher conferences, we have about half the school attend. In addition to PTA meetings, all memos sent home about the school to families are sent in Chinese, and we host two parent breakfasts a year - one in the fall and one in the spring, in both English & Chinese. Parents are also invited to open school week, school performances and are involved in chaperoning trips and meet with the college office for the college process.

2. The Chinese Planning Council has run workshops in Chinese at night for families, as has Project Gateway.

3. Parents fill out the learning survey, and the PTA and SLT survey parents for feedback on what they would like in the school. At 9<sup>th</sup> grade orientation, families are given a form asking for ways they can be involved in the school

4. Parents are very interested in the college process, so we hold various workshops on these topics, including college night, financial aid night, financial planning night and the college process 9-12 night. All mailings are sent home in English and Chinese. We mail, backpack and email notices in both languages. Events are also posted on our website, which has a translate feature.

# 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
														L

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
Intermediate(I)										1	0	0	0	1
Advanced (A)										1	5	0	0	6
Total	0	0	0	0	0	0	0	0	0	2	5	0	0	7

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										1	0	0	0
	A										1	0	0	0
	P										0	5	0	0
READING/ WRITING	B										0	0	0	0
	I										0	0	0	0
	A										2	5	0	0
	P										0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	6	6	6	6
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	5	5	5	5
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	5	5	5	5
Physics	0	0	0	0
Global History and Geography	0	0	0	0
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## 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

School Name: <b>Baruch College Campus High Sch</b>		School DBN: <b>02M411</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alicia Perez-Katz	Principal		11/1/11
Gisele Nassif	Assistant Principal		11/1/11
Janice Salmeri	Parent Coordinator		11/1/11
Melody Kwan	ESL Teacher		11/1/11
Shanay Chan	Parent		11/1/11
Ruth Cogan	Teacher/Subject Area		11/1/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Stephanie Smith	Guidance Counselor		11/1/11
Marina Cofield	Network Leader		11/1/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		11/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M411      **School Name:** Baruch College Campus High School

**Cluster:** DSSI cluster 01      **Network:** CFN 101

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

All documents that are mailed home will be translated by using the Department of Education translation services. In order to ensure timely provision of translated documents to parents, materials will be sent for translation two weeks prior to when they need to be mailed home. In addition, translated documents will be posted on the school website. The school's website has a translate feature. If we need written translation immediately, we utilize google translate and the payroll secretary, who is fluent in Chinese, edits the document.

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

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

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

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

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