



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BARUCH COLLEGE CAMPUS HIGH SCHOOL

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

PRINCIPAL: ALICIA PÉREZ-KATZ EMAIL: APEREZ3@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MARISOL BRADBURY**

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	Signature
Alicia Perez-Katz	*Principal or Designee	
Ruth Cogan	*UFT Chapter Leader or Designee	
Sybao Cheng-Wilson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Molly McGill Yi Bo Yu	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Shanay Chan	Member/Parent	
Allison Haeber	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs.

Comprehensive needs assessment

- The Common Core Learning Standards are new standards for the City. Last year, we implemented the argument standard, and this year, teachers are aligning their curricula to all the standards. In visiting department meetings, and assessing student work on assessments, we identified the areas to focus on as a school in developing units of study aligned to the common core.

Instructional strategies/activities

All English, math, social studies, and science teachers will participate in weekly department meetings during their professional periods, with the support of our school's network achievement coach, Principal, Assistant Principal and Teacher-Leaders.

- Department teams will share baseline assessments to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet weekly with teacher leaders (department chairs), join team meetings on a regular basis, and coordinate this work across the grades.
- Teachers will have additional opportunities to earn per session for curriculum planning and task design.
- Timeline for implementation:
 - At the staff retreat in August, teachers share curriculum maps with identified units of study for the Common Core Standards.
 - In the fall, departments meet weekly and develop a speaking rubric, and further align units of study to identified CCLS.
 - In the spring, all English, Math, Social Studies and Science teachers will have developed, taught and assessed at least two units aligned to the CCLS.

Strategies to increase parental involvement

1. Departments will host Common Core breakfasts to share how they are implementing the Common Core in their curricula.
2. **Parents will receive triennial DYO assessments aligned to the Common Core that show their child's progress toward goals, which they will sign off on.**
3. **Parents are invited to the BCSM (Baruch Council for Students of Mathematics) where students present topics in mathematics, aligned to the CCLS.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ARRA RTTT Citywide Instruction funds, iZone funding, NYSTL Library books

Service and program coordination

- Tax levy funds support hiring of staff to allow for a college-ready program aligned to the CCLS. This includes 4.5 ELA teachers, in order to provide students with time on task in Writing and English. Students complete 4 years of English and an additional 2 years of writing. This also funds staff to teach an additional period of Writing Lab for elective credit to grades 9 & 10. This also includes 4 science, 4 social studies and 4 math teachers. All students receive additional time on task, above and beyond NY State requirements for credit accumulation, to provide them with the necessary practice and exposure to concepts needed.
- ARRA RTT Citywide Instruction funds support 9th grade teacher teams coming together to plan best practices in supporting students in meeting college readiness standards.
- iZone supports the school's efforts to program creatively and develop personalization, such as the Writing Lab course and the Bridge Building Course, which are newly developed CCLS aligned electives in ELA and math, teachers presenting to families at Curriculum Night and our CCLS breakfasts for parents.

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

- Develop a comprehensive ICT program in 9th grade.

Comprehensive needs assessment

- As a school, we were committed to enrolling students with ICT recommendations. The need for developing an ICT program stems from a cohort of students with IEPs in the 9th grade.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Students in the ICT class will receive co-teaching, and teachers will implement Universal Design for Learning (UDL) strategies
 - Teachers will meet bi-monthly to share strategies and best practices for the ICT program
 - Integration of arts based instruction to support a wide range of learners in ELA
- b) key personnel and other resources used to implement these strategies/activities:
- all ninth grade teachers, special education teacher, special education instructional coach
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
- bi-monthly meetings for teachers to share strategies and make decisions regarding the development of the ICT program, including, but not limited to, how to accommodate IEP needs in honors classrooms, testing accommodations, and new systems of instruction.
 - Regular walkthroughs observing the ICT partnership and evaluation of teacher support.
 - Special education teacher will monitor student progress to IEP goals through assessment tracking
 - General education teachers and special education teachers meet weekly to plan for the following week and assess the program
- d) timeline for implementation.
- Whole staff professional development on IEP learning strategies – introduced in August, and a small group will study through June, with share outs to the whole staff in January and June.
 - Weekly co-planning meetings with IEP and Gen ed teachers September-June

Strategies to increase parental involvement

- All new 9th grade parents will receive information on our new ICT program at our annual curriculum night
- Parents of ICT students, and the students, met individually in September with the principal and special education teachers, to discuss how the school could support their transition.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

NYSTL
ARRA

Service and program coordination

- NYSTL funds for audio books & resources for ICT
- ARRA funds to support citywide instruction – teacher teams to meet to plan college readiness curriculum for ICT class
- Tax levy to fund teachers to teach and co-teach ICT classes
- Tax levy funds for mentoring of IEP teacher
- Network funds Instructional Coach

ANNUAL GOAL #3 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 #3

- Students will experience personalized learning opportunities with integrated technology.

Comprehensive needs assessment

- Through our work with the izone, students, staff and community members were polled to discuss ways we could meet the needs of students to provide them with personalized learning opportunities. In examining the progress report, it also indicated that students are accumulating many credits in 9th and 10th grade, and fewer in 11th and 12th grade, due to how the school was programmed. Therefore, we created opportunities for more elective credit accumulation in the lower grades, and will be expanding course offerings in the upper grades the following year. In addition, surveys indicated that students were interested in more opportunities to work with technology. The learning survey indicated that students were not experiencing a lot of hands-on learning in their classes. Therefore, with a focus on this, we developed the bridge building class, technology team and language lab for real-world application of knowledge.

Instructional strategies/activities

- a) All students in Spanish 2 will experience blended learning through an online language lab once a week in the spring term.
11th & 12th grade students will learn 21st century skills through the development of a technology team.
10th grade students will experience hands-on learning through the development of a Bridge Building embedded elective.
- b) Students will have the use of mac laptops and headsets, and a class scheduled for the language lab. Students will use powerspeak, which will enable them to apply their learning of speaking and listening Spanish in a real-world setting.
The MOUSE squad program will support students who will learn about technology and take leadership roles in the school.
Students have an additional class period in geometry, where they plan a year-long project of designing bridges, using online blogs.
- c) The Spanish teachers will meet weekly to assess the program and develop systems.
Two teachers and a computer tech liaison will support the program, meeting regularly and making curricular decisions.
The geometry teacher is supported through the izone funding to develop systems to share.
- d) Fall term – prototype blended learning model for native speakers.
Language lab begins January 29, 2013-June 18, 2013
MOUSE squad curriculum is in place by October, 2012. Program runs through June, 2013.
Bridge building class begins September, 2012 through

Strategies to increase parental involvement

- Parents are invited to a school-wide math conference in May, the BCSM, where student bridges will be displayed from the bridge building class. Curriculum night in the fall outlined our new programs to parents. Information will be sent home to parents on how students can access and use the language lab from their home computers.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: izeone

Service and program coordination

- Students were programmed to have language lab once a week, with different instructors, and the school purchased laptop carts and headsets, through iZone to support this initiative.
- Staff are paid through staff levy to teach all courses.
- MOUSE squad software with NYSTL funds
- Teacher planning and outside programs are funded through the izeone.
- Powerspeak (language lab software) is funded through izeone, NYTSL and tax levy funds.
- Hardware purchased for classrooms is funded through NYSTL.

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

- Students will demonstrate the ability to use clear and relevant evidence to support their assertions in essays and in speaking, aligned to the expectations of the Common Core Learning Standards (CLSS).

Comprehensive needs assessment

- In assessing teacher-developed rubrics and class assessments, there was not a CCLS aligned rubric to assess speaking developed for classes. With over 40% of the school being former English Language Learners, the need to support speaking skills aligned to the CCLS focus.

Instructional strategies/activities

4. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) strategies/activities that encompass the needs of identified student subgroups:
 - all English, science, social studies and math teachers will implement two Common Core-aligned writing units that embed expectations to develop claims and counterclaims and “to support claims using valid reasoning and relevant and sufficient evidence.” (W.9-10.1)
 - English teachers will develop curricula for the newly designed Writing Lab electives, which address additional common core standards CCSS.ELA-Literacy W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - CCSS ELA- Literacy W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - All teachers will implement a rubric assessing the use of evidence and argument in speaking and listening, as aligned with the common core shifts.
 - b) key personnel and other resources used to implement these strategies/activities,
 - all English, math, science & social studies teachers
 - CCLS
 - Curriculummapper.com
 - Engage NY Instructional Shifts
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - teachers will implement writing units and speaking rubrics and during teacher team meetings throughout the year, teachers will use protocols to measure the effectiveness of the units they develop.
 - d) timeline for implementation.
 - August 2012: staff introduced to standards at the staff retreat and teams plan how to integrate into curricula.
 - September-January: teachers develop & teach one unit in the CCLS (argument or evidence) and develop a speaking rubric that is prototyped in classes and discussed at teams
 - Speaking rubrics are shared across departments and a school-wide speaking rubric is developed. Staff teach a second CCLS unit and assess the impact.

Strategies to increase parental involvement

- Teachers will share the teaching strategies and new common core with families during Curriculum night in September, during parent-teacher conferences in October and March, and during PTA conferences throughout the year.
- DYO rubrics are aligned to CCLS and families receive triennial feedback on student performance aligned to standards.

- Students set and monitor quarterly goals which are shared with families and aligned to CCLS.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

ARRA funds

Service and program coordination

- Tax levy funds all staff implementing units of study.
- Title I STH funds teaching artists to increase student development of argument, counterargument, evidence and speaking skills
- ARRA funds support teacher teams meeting before & after school to plan supports for students to meet the CCLS
- NYSTL funds support updating classroom libraries with books of adequate text complexity and new technology

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

- Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

Comprehensive needs assessment

- Through a pilot study last year, teacher feedback on internal surveys showed that frequent, short visits with feedback led to more change and were more effective. Student performance increased on the global history regents in June, to 98% passing, after a year of frequent, short visits with directed feedback.

Instructional strategies/activities

5. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) strategies/activities that encompass the needs of identified student subgroups:
 - develop a clear vision plan for the school that aligns teacher work on all teams (department, grade team, after school meetings, per session activities) to the competencies.
 - School leaders will visit each teacher's classroom at least 8 times over the course of the year, and provide teachers with formative written or verbal feedback aligned to 3 school-selected Danielson competencies.
 - Teacher mentors regularly meet with and observe teachers new to BCCHS and provide them with feedback aligned to Danielson competencies, as well as take them to visit other classes and observe the mentor's class.
 - b) key personnel and other resources used to implement these strategies/activities,
 - teacher mentors
 - school leaders (assistant principal & principal)
 - all teachers
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - staff development meetings where teachers provide feedback
 - individual teacher conferences with school leaders throughout the year
 - teacher mentors meet with school leaders monthly, and new teachers meet with school leaders monthly
 - d) timeline for implementation.
 - Fall 2012: introduce competencies, create google docs for staff and visit classrooms 4 times with feedback
 - Spring 2013: visit classes 4 times with feedback and whole staff meeting to reflect on impact

Strategies to increase parental involvement

- Parents are invited to participate in classroom events throughout the year, including class performances and presentations

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Tax levy funds for staffing

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Close reading, skill support in writing	Small group	After school, once a week
Mathematics	Peer tutoring, teacher support of strategies	Small group, one-to-one tutoring	After school, once a week
Science	Lab make-up, close reading strategies, test review	Small group	After school, once a week
Social Studies	Regents prep, test review, homework help	Small group	After school, once a week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual counseling, referral to outside agencies, coordination with PPC when needed	Small group, one-to-one counseling	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We have a hiring committee, which all teachers are invited to join every spring, or as needed. As a school, we strategically think about where there may be hiring needs and reach out to local teaching graduate programs for referrals. In addition, the hiring committee developed, and annually, modifies, a scientifically supported rubric aligned around key areas of pedagogy, with questions to ask candidates. All candidates interview with the committee, and bring a sample unit of study/portfolio. From the first round, candidates are then selected for the second round, which includes teaching a demonstration lesson, which teachers from the department the candidate is applying for observe and provide feedback. Final candidates then are vetted by references, and we must speak with a direct supervisor.

To retain teachers, all teachers new to our school are supported with an in-house mentor who meets with them weekly and observes their class weekly. Mentors arrange for intervisitations, including visiting the mentor's classroom, within the school. New teachers are supported with a weekly new teacher meeting, where strategies are discussed. Mentors are supported with a monthly mentor meeting with school leadership. A professional development committee develops and provides staff development for all teachers, keeping in mind needs of staff and school goals. School leadership conducts regular classroom observations and feedback aligned to the Danielson rubric for all teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 1st 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 1st 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 will 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Marina Cofield	District 02	Borough Manhattan	School Number 411
School Name Baruch College Campus High School			

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

Principal Alicia Perez-Katz	Assistant Principal Gisele Nassif
Coach	Coach
ESL Teacher Melody Kwan	Guidance Counselor Stephanie Smith
Teacher/Subject Area Ruth Cogan	Parent Shanay Chan
Teacher/Subject Area	Parent Coordinator Janice Salmeri
Related Service Provider	Other
Network Leader Marina Cofield	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	432	Total Number of ELLs	7	ELLs as share of total student population (%)	1.62%
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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

K 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	2	2	0	0	4
Push-In	0	0	0	0	0	0	0	0	0	6	2	0	0	8
Total	0	0	0	0	0	0	0	0	0	8	4	0	0	12

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
Total	0	0	0	6	5	0	1	1	0	7

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
TOTAL	0													

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		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

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:
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
TOTAL	0	2	5	0	0	7								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - 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])?
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)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

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 9th 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 10th grade, which provides 150 minutes of writing instruction. All ELLs receive ELA instruction, 200 minutes a week. This equals 380 minutes a week for 9th grade (one intermediate, one advanced) and 200 minutes a week for 10th 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 11th 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:				

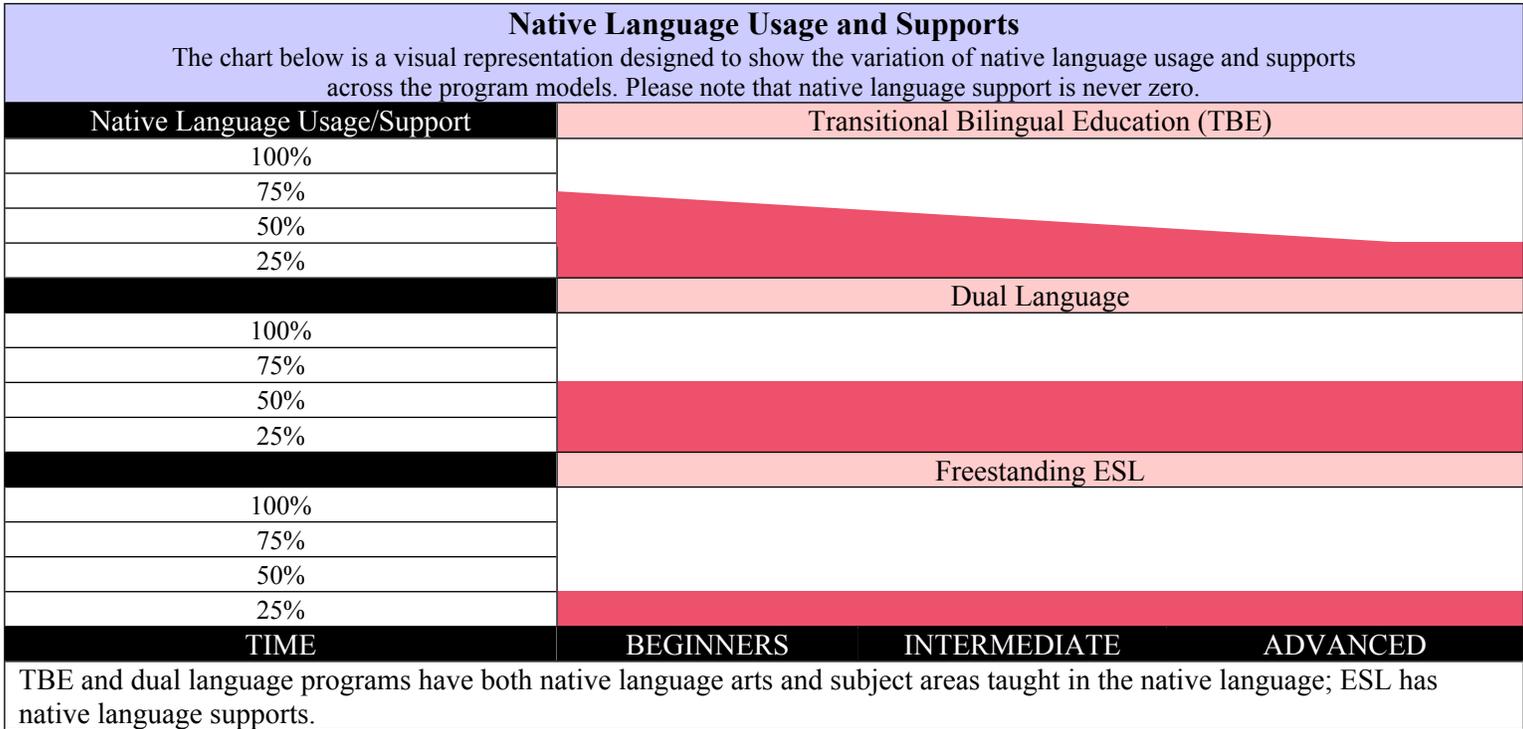
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: 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 10th graders have been given mentoring roles for the 9th 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 9th 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 11th and 12th grade years. The ESL teacher teaches them Spanish.

C. Schools with Dual Language Programs

<ol style="list-style-type: none"> 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

<ol style="list-style-type: none"> 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.
<ol style="list-style-type: none"> 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 9th and 10th 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 9th and 10th 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 9th 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

<ol style="list-style-type: none"> 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?
<ol style="list-style-type: none"> 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 9th 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
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use the DYO interim assessments, using a writing rubric for all students and ELLs. The DYO assessments showed us that for our ELLs, we saw greatest improvement for the ELLs in comprehension of task, development of ideas and organization (mostly because we spent so much time talking about how to generate an argument worthy of analysis, how to support it, and how to organize writing to show the thinking).

We saw the greatest struggles (and consistently low performance) in Conventions, Language Use and Sentence Fluency. Subj/verb agreement and tensing of verbs cause not only conventions' grades to be lowered, but sentence fluency, as they end up incomplete ideas. Also, language use fluctuates but is often lower for ELLs because they have awkward word choice and ideas are unclear b/c their voices are not fully developed.

2. THE NYSESLAT proficiency levels show that our ELLs need additional support in reading & writing.

3. We are focusing on writing in ESL, so students are practicing sentence composition, using a text from Writing Arts, where they also use it. Students will begin reading Young Adult literature in ESL as a way to incorporate more level/age appropriate reading to support their literacy. Because there is an emphasis on discussion and group work in all content area classes, we have chosen to focus mainly on reading & writing in ESL.

4. Our ELLs all scored above a 75% on both algebra and living environment regents exams. They are in the higher percentile of their class (6 students in the current 10th grade scored below a 75% out of 106). 103 out of 106 students passed the Living Environment Regents with a 75% or higher.

a & b. The ninth graders primarily focusing on the ability to develop analytical and thematic ideas, while the tenth graders shift their attention to organizing and proving such thesis statements. This work is designed to carry into their own persuasive writing and prepare them for the SAT, college writing and the workforce. Students use the data given on DYO assessments to craft individualized goals on the ILP. This ILP requires them to specifically articulate the areas on our DYO rubric where they find success and have room for improvement. The students' progress is tracked according to not only the DYO data but the goals they have predetermined for themselves. In many classrooms, writing groups are created based on their common areas of strength/weakness; students both peer edit and have one-on-one conferences with instructors to improve written work. The data is descriptive in that a number equals a box on the rubric. For example, if a student receives a 3 in "development of written ideas," they then know that their writing demonstrates the following:

- Broad topic
- Support is generalized or limited
- Analysis is satisfactory
- Depth is lacking at points

The rubric is designed for all six areas, to give descriptive feedback for exceeding expectations (5), meeting expectations (3) and needs to improve (1). Therefore, students can also see what they need to do in order to move up a box.

The data is actionable in that it is in student-centered language, so that the students can understand and set goals on their Individualized Learning Plan. The feedback is consistent (we use the same rubric throughout all four years, multiple times each year) so students can track and monitor their progress. The data is actionable in that teachers can categorize students into subgroups, based on areas of weakness, and revise instruction and create extended day supports to meet their needs, and then look for growth on the following DY0 assessment. Each English teacher individually grades their DY0 assessments for their class, and records the scores in both their grade book and in student portfolios, which are kept in the classroom. When the DY0 is returned to students, time is dedicated in class for students to read and review their rubrics and set goals on their Individual Learning Plans. Data is organized in student portfolios and students revisit their prior DY0 before completing the next DY0 assessment, in order to remind them what scores they received on the assessment. The English department meets weekly, and after DY0 assignments are scored, they review patterns and trends in each grade and set grade-specific goals and spiraling goals for the department as a whole. After scoring the DY0s with the rubrics, teachers then modify instruction. For example, in the tenth grade, after the first DY0 of the year, the department determined that the students were writing generalized evidence, which was lowering their development of written ideas score. They then created homework assignments and tailored in class discussions so that students had to use evidence with each point they made, so that when they were assessed on the next DY0, it was a skill they were used to (they had practiced.) The results were that it was successful. Students, as a whole, improved on using evidence in their writing.

c. Students use their glossaries when writing their essays for the interim assessments.

6. We examine the NYSESLAT scores. In the past, all students have passed the exam in one year. We also look at their grades and teacher anecdotes, indicating growth in all areas.

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: <u>Baruch College Campus High Sch</u>			School DBN: <u>02M411</u>
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

School Name: Baruch College Campus High Sch

School DBN: 02M411

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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

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

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.