



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: BARUCH COLLEGE CAMPUS HIGH SCHOOL

DBN (i.e. 01M001): 02M411

Principal: ALICIA PEREZ-KATZ

Principal Email: APEREZ3@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: ALLISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
N/A	DC 37 Representative, if applicable	
Jowel Uddin	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Shanay Chan	Member/ Parent Representative	
Alison Haber	Member/ Parent Representative	
Kenny Li	Member/ student representative	
Sarina Wong	Member/ student representative	
Leandro Ribeiro	Member/ student representative	
Alison Shilling	Member/ teacher representative	
Danielle McDonald	Member/ teacher representative	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Align curriculum to core values. Each teacher will align at least one unit to core values.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In 2012-13, a team of teachers analyzed all curriculum maps and identified key patterns that encompassed all. They surveyed staff, parents & students and identified what was valued instructionally. We then developed the Core Values of the school: real world connections, community, Rigor and Global Citizenship. This aligns to the NYS Common Core and benchmarks for College & Career readiness. *After analyzing curriculum maps in 2012-13, we found that there was not uniformity in expectations across the school. A team of teachers identified 4 core competencies that spanned most curricula, and that we believed would move student progress as a whole, to support students to be more critical thinkers and active learners. We agreed on the four core values, and moved forward with the expectation that all teachers would align their curricula to these values in 2013-14.*

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teacher goals aligned to a Core Value.
2. PD cycle: (March-April, 2014)
 - a. Curriculum analysis
 - b. Identify gap in curricula
 - c. Address the gap
 - d. Select a unit
 - e. Review each other's
 - f. Create a rubric
 - g. Develop a clear road map for what core values look like in 9-12 grade

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers, administration: each teacher meets with the principal to review their goals & discuss how they are aligned to Core Values in September & May
2a-f: PD Cycle: all teachers, staff developer, administration (organized by department team and grade team)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Target: curriculum maps aligned to core values. Impact: alignment of instructional strategies school-wide.
- 2f: Target: rubric to evaluate curricula. Impact: further alignment of core values to instruction for college & career readiness.
- 2g: Target: road map of Core Values in grades 9-12. Impact: differentiated benchmarks for different age levels.

D. Timeline for implementation and completion including start and end dates

1. Curriculum maps review *September-October,*
1. *2013* Initial teacher goals aligned to Core Values
1. Mid-year goals meetings *January-February, 2013*
2. *Teachers will* Develop 1 unit plan and bring to Professional Development with evidence of Core Values in plans and in assessment *March, 2014*

1. Year-end goals meetings *May-June, 2014*

2. Development of a rubric to assess curricula & scaffold of CV in gr 9-1 *April, 2014*

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Professional development meeting cycle, after school twice a month, for two months.

2. Development of a curriculum map template and planning template for teachers.

2. Budget alignment – develop & purchase posters outlining core values for the school. Funding of a staff developer to plan & implement professional development plan.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PTA meetings aligned to Core Values and resources for families to engage in the school around these values, such as international exchanges.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Danielson rubric will guide evaluation and support teacher growth in differentiation of instruction. 80% of staff will be Effective in instruction in domain 1c and 1e.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

With the new ICT program that was implemented in 2012, there is a need to focus on differentiation of resources and instructional strategies. The ICT program was implemented because all schools would be mandated to take in a percentage of either self-contained or ICT students. As a screened school, we did not have these programs in the past. We wanted to have an ICT program, versus self-contained, in order to include our students with IEPs fully into the school and use this as an opportunity to strengthen our differentiation practices that can support all students, regardless of whether or not they have an IEP. The need was identified by having a new structure, of co-teaching, and a wider range of abilities in the classroom. However, prior to our ICT program, we chose ICT because when analyzing classroom instruction, planning tended to be toward the whole class, rather than based on individualized student data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. *Online learning platforms for differentiation in foreign language*

2. *Differentiated resources to support 1e.*

3. *PD cycle focusing on Advance and looking at 1c & 1e alignment to planning.*

2. Key personnel and other resources used to implement each strategy/activity

3. Spanish teachers – Melody Kwan, Loriann Nardacci & tech liaison. Resources: Powerspeak

4. All teachers, staff developer, administration. Resources: online learning platforms (Aventa, Edgenuity, Facts on File), classroom libraries, audio books for ELA.

5. All teachers, staff developer, administration. Resources: planning template, network special education staff developer to work with ICT co-teaching pairs, ICT working group led by staff developer (teacher per session).

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Spanish teachers will evaluate students and place heritage speakers and those in need of remediation on powerspeak. Administration will review rationale with

- teachers, and teachers will review online reports on an ongoing basis. Targets: all students will advance in the level of Powerspeak they were placed in. Effectiveness: students will be able to work independently in a whole-class setting and be more engaged in the content. Impact: students will acquire more language ability based on their level of learning and progress.
2. Targets: ICT students and students struggling with content will be able to complete the Common Core aligned instructional outcomes with differentiated supports. Progress: classroom observations and notes, and teacher feedback in ICT monthly working groups. Effectiveness: students will be able to get the big ideas around a complex text and complete the assessments aligned to these units of study. Impact: classes will be differentiated in new ways (leveled texts, for example) in order to support success with a wider range of students.
 3. Administration will review cumulative observation notes and ratings in 1c & 1e following classroom visits to note growth.

7. Timeline for implementation and completion including start and end dates

1. Students given a baseline assessment October, 2013. Students placed on Powerspeak online program by November, 2013. Interim data reviewed at Spanish department meeting by January, 2014, April 2014 and May 2014. Students complete online coursework by May, 2014.
2. Observations using Danielson rubric
Monthly observations, with verbal feedback within 2 days of visit.
Resources based on observation cycle: classroom libraries for ELA 9 & 10 (purchased by November, 2013 for Dante’s Inferno & the Odyssey), online resources purchased in September, 2013.
3. *Staff development on Danielson in June, September and October.*

First walkthrough cycle is verbal feedback for an opportunity to explore Danielson rubric.

PD cycle in January to focus on Domains 1c and 1e in planning & PD cycle in November to look at ICT and planning.

Teachers align planning to CCLS (Domain 1c)

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Powerspeak: online iLearn platform to support heritage speakers and students who need additional support to move ahead/back in a foreign language course. The iLearn portal and network will support this initiative.
2. Co-planning meetings for teachers to review differentiating resources, assessments and role of co-teachers.
Budget alignment – iLearn, text complexity.
3. Professional development cycle: revising unit plans to align to Highly Effective in 1c, 1e.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

PTA meetings aligned to curricular reviews and newsletter sent home reviewing new instructional strategies.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
NYSTL						

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will use advisory to monitor and take ownership of their learning. All advisories will hold weekly goal-setting and monitoring of progress sessions.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As part of our iZone work, we identified ways to incorporate more student-led learning and transparency of initiatives. We surveyed students, staff and families in 2013, and identified the

key indicators for advisory that align to our Core Values and College & Career Readiness.

the relationship between our survey results (identifying key indicators for advisory that align to Core Values/College & Career Readiness) and your goal (students set goals and monitor them) is we found that the biggest area that was preventing students from achieving their full potential for college & Career readiness was that they were not taking ownership of their learning. The Core Values were developed as curricular benchmarks to support instructional planning that allows for opportunities for students to take ownership of their learning and the advisory program is the heart of this initiative, by providing time and support for students to set and monitor goals for all of their classes so that they have a clearer sense of how they are doing in all classes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. PD cycle will focus on rolling out the CAAF & systems for one:one coaching in advisory.
 - a. Weekly grade team meetings to analyze student data around goal-setting & refine curricula.
2. Core Advisory team plans for Long-term goals for advisory curricula
 - a. Summer planning to revamp advisory curricula to tie to Core Values.
 - b. Visit other schools to see how they implement student-led conferences

2. Key personnel and other resources used to implement each strategy/activity

1. All advisors, staff developer, administration, PTA.
2. David Records (teacher), Rita Ross (teacher), Mandy Tsai (teacher), Laura Rigolosi (staff developer), Alicia Perez-Katz (Principal)

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4. Quarterly student binder reviews (high/mid/low) by grade level to review effectiveness of binders and impact of one:one academic coaching
5. Quarterly student binder reviews by grade level (each grade team submits notes to core team to review high, middle and low evidence of binders and what changes can be made). Survey data from CAAFs reviewed (parent, student, staff) & changes implemented to improve advisory conference model for spring 2014.

6. Timeline for implementation and completion including start and end dates

1. PD cycle: October-December, 2013
 - a. Weekly grade team meetings: September-June, 2014
2. Review CAAF folders triennially – December, February, April in grade teams. Visit another school with student-led conferences: 10/28

Surveys: October & April

- a. Summer planning: August, 2013
- b. Gather feedback from advisory team leaders on developing curricula: 10/25

7. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Advisory meets twice a week, in grades 9-12 for a 45 minute period.
An advisory curriculum was developed, and printed for all advisors.
Grade teams meet weekly to develop the program, look at data and align to standards.
Professional development supports sharing practices for a two month cycle.
Resources: binders, programming teachers for advisory, staff developer to support initiative, per session for teacher leaders for core advisory team, books for whole-class reads.
2. Core advisory team of teacher leaders review feedback/data and plan advisory curriculum, one:one coaching methods & new parent teacher conference

protocols.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Conference for Advisors Advisees and Families replace traditional Parent Teacher Conferences and bring in families for one on one conferences with the student and the advisor twice a year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Citywide Instructional Expectations

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In 2013-14 school year, implement a new co-planning system for General education teachers and special education teachers, using clearly defined processes and guidelines so teachers can more competently evaluate performance of students and plan using the co-teaching model for ICT.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We started an ICT program in 2012 (see goal #1 for reasons why), and attention needs to be on this to ensure it develops well in the school and supports all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. On a weekly basis, all co-teaching partners that teach ICT classes will:

a) share/modify plans that are in line with co-teaching model they've selected

b) uphold their role in the classroom

c) Implement common strategy to support organization

2. On a bi-monthly basis, teachers (gen ed & special ed) will meet with the staff developer and network support to share strategies for teaching in the ICT model.

2. Key personnel and other resources used to implement each strategy/activity

1. Staff developer, network special education liaison, ICT teachers. Per session funding, models of ICT.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Staff developer will sit in on co-planning meetings to lend support. Administration will join meetings and look at teacher planning protocols to evaluate effectiveness. Classroom visits will focus on co-teaching classes with feedback toward evidence of co-planning.

2. Monthly meetings: collecting evidence/artifacts of organization and progress

4. Timeline for implementation and completion including start and end dates

1. Co-teaching pairs will first learn about co-teaching expectations

2. @ monthly planning meetings: Focus on –

a) planning

b) models

c) outcome: organization (common strategy to promote)

2. Starting in November, the last two Mondays of the month will be for teachers to meet with the staff developer to learn about & share co-planning strategies. End date: May, 2014.
Transition meeting (current ICT pairs share with onboarding teachers for 2014-15) June, 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Feedback from staff developer (weekly) for co-teaching pairs and administration will focus walkthrough feedback on ICT partnerships.

2. Co-planning units submitted : *January, 2014, March, 2014*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are invited to curriculum night and PTA meetings addressing our new programs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Citywide Instructional Expectations

Goal and Action Plan #5

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 and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

2. Strategies/activities that encompass the needs of identified subgroups

1.

3. Key personnel and other resources used to implement each strategy/activity

6.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

5. Timeline for implementation and completion including start and end dates

1.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Audio books, extended day with one-on-one tutoring. Paired reading.	Small group, tutoring	During the day, after school
Mathematics	Online program targeting student math levels, older students tutoring younger students, extended mandated tutoring (ext day)	Tutoring, individual, small group	During the day, after school
Science	Extended day, leveled texts.	Tutoring, small group	During the day, after school
Social Studies	Extended day, literacy skills.	Tutoring, small group	During the day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group counseling, individual counseling on as-needed basis.	Small group, one-to-one	During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

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

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Alicia Perez-Katz	Assistant Principal n/a
Coach	Coach
ESL Teacher Melody Kwan	Guidance Counselor Stephanie Smith
Teacher/Subject Area	Parent Sybao Cheng Wilson
Teacher/Subject Area	Parent Coordinator Janice Salmeri
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	439	Total number of ELLs	1	ELLs as share of total student population (%)	0.23%
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Part II: 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
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Discrete ESL class										0	1	0	0	1
Push-In										0	1	0	0	1
Total	0	0	0	0	0	0	0	0	0	0	2	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE										0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)											1			1

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

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here: We use ELLIS: A digital learning curriculum from Pearson. This data informs what level our ELL is on, and provides targeted support for them to improve their literacy skills. Our ESL teacher reviews the data and shares it with the ELL student's grade teachers. Teachers meet and develop a plan to support the student in reaching academic standards.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here: We only have one ELL in the school now. Data showed that our F-ELLs successfully achieved proficiency last year, through intensive writing and reading supports in our school-wide curriculum.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here: our one ELL is beginner level in all modalities. We met as a team and came up with a plan to help him integrate into the general education setting and improve his English skills. We agreed that he would receive Pass/Fail for the marking period, meet with his ESL teacher regularly, who would modify assignments, allow him to use online translation tools in class and purchase him Japanese texts to support his content acquisition.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
Paste response to questions here: There are no patterns, as we only have one ELL. He is not faring well on tests, and is receiving Pass/Fail for now.
We are not using the ELL Periodic Assessments.
N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ESL teacher has met with his grade-level teachers and planned and shared strategies to support him in class, including allowing him to use a translator, pairing him with an older student who is fluent in Japanese and English, and allowing him to read the texts in his native language, as well as providing extensions on when work is due.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
After marking period 1, teachers will be surveyed on our ELL's progress and whether he is ready to move to a numerical grading system. We will review his progress on the ELLIS software to see what gains he has made. We evaluate a student's native proficiency, and this year, this ELL is quite academically capable, so with supports, is growing rapidly. We have consistently met AYP for ELLs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) HLIS is given to new entrants by the Parent Coordinator and ESL teacher, and is then reviewed by the Principal. New entrants are interviewed informally by the Principal and the ESL teacher. If the parents and students do not speak English, we will either use our secretary as a translator, who is fluent in Chinese, the Principal, who is fluent in Spanish and Portuguese, or if it is another language, we will call the DOE interpretation line for an over the phone translator. This process is completed within 10 days of the new entrant arriving at our school. HLIS is completed with the assistance of a pedagogue; informal oral interview is conducted by a pedagogue. After the HLIS is administered, the ESL teacher administers the LAB-R to the student. We have not administered the Spanish LAB, but if we needed to, the ESL teacher is also a licensed Spanish teacher and would administer it in the same manner. She would schedule the administration in consultation with the Principal, the student and the family. We would have them take the test during the day. The names and/or titles of pedagogues administering HLIS are: Melody Kwan (ESL teacher), Janice Salmeri (parent coordinator), Alicia Perez-Katz (Principal.) names and/or titles of pedagogues administering LABR are Melody Kwan (ESL Teacher)
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.
All new entrants are given a handout explaining their program choices, and what programs the school offers. There is a PTA meeting in the fall where families are invited to learn more about our programs, and for high-incidence language (in our school's case, Chinese) translation is on site. In this ELL's case, we had a student translator who is fluent in Japanese attend the meeting with the family, where we described the supports we would provide to their child and the choices they have in programs. All families have an initial meeting within 3 weeks of enrollment, and a one-on-one confernece with their advisor and the parent in November and April.
Timeline: after HLIS is administered within 10 days of entry, the parents receive a handout within 2 days and schedule a meeting within two days for the family to meet with the ESL teacher and principal. In order to outreach to the families, the parent coordinator will call home and schedule a meeting. During the meeting, we will review the programs, discuss the families quesitons and decide on next steps. The pedagogue in the meeting who will describe the three programs is Melody Kwan, ESL teacher. If we had a parent that selected a program that was not available, and now is, we will call the homes and inform them of their new program choices. If we started a new program (such as Dual Language), the Principal would have the Parent Coordinator review all HLIS forms to see who may have selected this program. We will then send a letter home to families and follow up with a phone call.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Janice Salmeri is responsible for ensuring that Entitlement letters, Parent Survey and Program Selection forms distributed and kept on file at the school. The Principal, Alicia Perez-Katz, reviews the forms and files them appropriately. After Melody Kwan gives the HLIS and LAB-R, she then distributes the entitlement letter, which she gets from Janice Salmeri. The family is called in to review the letter with the program choices. Once the family selects their program, this is returned to the school, and is filed in the main office. They are collected by the Parent Coordinator.
We currently had no new admits that required an entitlement letter. If we were to have a new admit, the Parent Coordinator distributes the parent survey and program selection form, and when it is returned, she includes it in the student's cumulative file, which is kept on file in the main office.
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.
We have only had ESL programs here (freestanding) due to the small number of ELLs in the school, with the vast majority being Advanced level ELLs. Generally, ELLs continue in a program in line with what they were taking in their middle schools. Since we only have one ELL, we do not offer a bilingual program. We meet with the parent and explain what programs we have and what the family wants in the beginning of the year.
Placement letters are distributed to families, based on what program they are placed in, by giving them to the family in a meeting with the Principal and ESL teacher. Placement letters are maintained in the student's cumulative file in the main office, once

parents sign and return them. The return of these letters are tracked by the ESL teacher. After students complete the NYSESLAT, we will distribute continued entitlement letters, through the student's advisor in the fall, and mailed home. We will collect the continued entitlement letters with parent signatures and file them in student cumulative files, as well as an additional ESL file to track all forms, which will be maintained in the Principal's office. Parent choice will be honored when programs can be created. When they cannot be created, we will work with the families for the best program for their child. The ELPC screen in ATS will be updated within 20 days of program placement and parent choice will be based on 3 programs available in NYC: TBE, DL, & ESL.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is ordered in the fall, and all students take the exam with our ESL teacher in the spring. She develops a calendar, and administers the test during pull-out/freestanding ESL class time. The ESL teacher meets with the principal to ensure that the proper protocols are followed.

We review ATS reports used to determine NYSESLAT eligibility; we follow procedures for ensuring four components of NYSESLAT: the Principal reviews the NYSESLAT administration directions with the ESL teacher, Melody Kwan. They agree on a schedule, review the exam, and Melody Kwan administers the NYSESLAT in her classroom over the time period described in the NYSESLAT memorandum. Families receive a letter which outlines the process for the NYSESLAT, including when they will take the test and what to expect.

6. 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.) 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. 
- Freestanding ESL. Please note, we have no Parent Surveys, as we have had no new admits to our school that are ELLs. If new ELLs came to our school, we would distribute parent surveys, as described above, and review them. We currently have Freestanding ESL. Once we had enough students to build a bilingual program, and this was the majority parent choice, we would hire a bilingual teacher to work in the classes, much like our ICT program. This would mean we would recreate our program to have a section of students that are in a bilingual class. The opportunity to join a bilingual class would be made available to our native speakers as well, to fully integrate our students in the school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])? ESL is one student, so it is with the student and ESL teacher. Currently, we use push-in and self-contained ESL. The ESL student travels ungraded, heterogeneous and he meets with the ESL teacher in lieu of taking a foreign language and instead of study hall for 495 minutes.
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)?

Our beginner ELL receives 495 minutes of ESL a week by: 6 periods per week of free-standing ESL (270 minutes) plus 5 periods a week of literacy instruction (225 minutes).
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 foster language development and meet the demands of the Common Core Learning Standards.

Our ESL student receives content in general education classes. In ESL, the teacher uses ELLIS software as a tool to support the student in language acquisition, and then reviews assignments from academic classes that are Common Core aligned, and helps him complete his work.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We are seeking assistance in getting material translated into Japanese, which is a low-incidence language. In the interim, we allow our ELL to read content in his native language, including textbooks and on the internet. He also uses an English/Japanese dictionary to understand content.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL teacher conducts a periodic assessment 4 times a year on his fluency in all 4 modalities. She then shares this information with his academic teachers and advisor.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

If we had SIFE students, we would support them through the advisory program, where the advisor guides them in setting goals for all classes, and reviewing their work. The ESL teacher would analyze where there were gaps in formalized instruction and share this data with the grade team, who would plan accordingly. The SIFE students would be mandated for after school academic supports, and would be paired with an older student for one:one tutoring.

 - b. For newcomers, the plan is that they receive Pass/Fail for the first term as they increase their English proficiency, and they are paired with a mentor student who is fluent in their native language. They meet with the guidance counselor weekly, to assist in transition, and the ESL teacher reaches out to the general education teachers to receive advanced copy of the student's assignments in order to simplify directions and support the new entrant ELL. They are paired with an academic advisor who regularly reviews their academic progress and sets goals.
 - c. for ELLs receiving service for 4-6 years, they receive additional literacy supports, by being paired with a teacher who reviews content and Regents prep with them, where necessary. In addition, they meet with an advisor to monitor their work and set goals.
 - d. For Long-term ELLs, we would continue to provide them with ESL services, and supports, encouraging them to participate in drama and other activities where they can showcase their strengths. They are paired with an academic advisor and mentor who meet with them regularly to support their language acquisition and in meeting academic benchmarks.
 - e. For ELLs who test proficient, they continue to meet with the ESL teacher for one year after passing the NYSESLAT, and receive extended time on all assessments, as needed. They take tests in extended time (time and 1/2 on tests, separate location, translated

copy of exam.). This data is maintained on a google spreadsheet.

7. 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?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 *1*

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

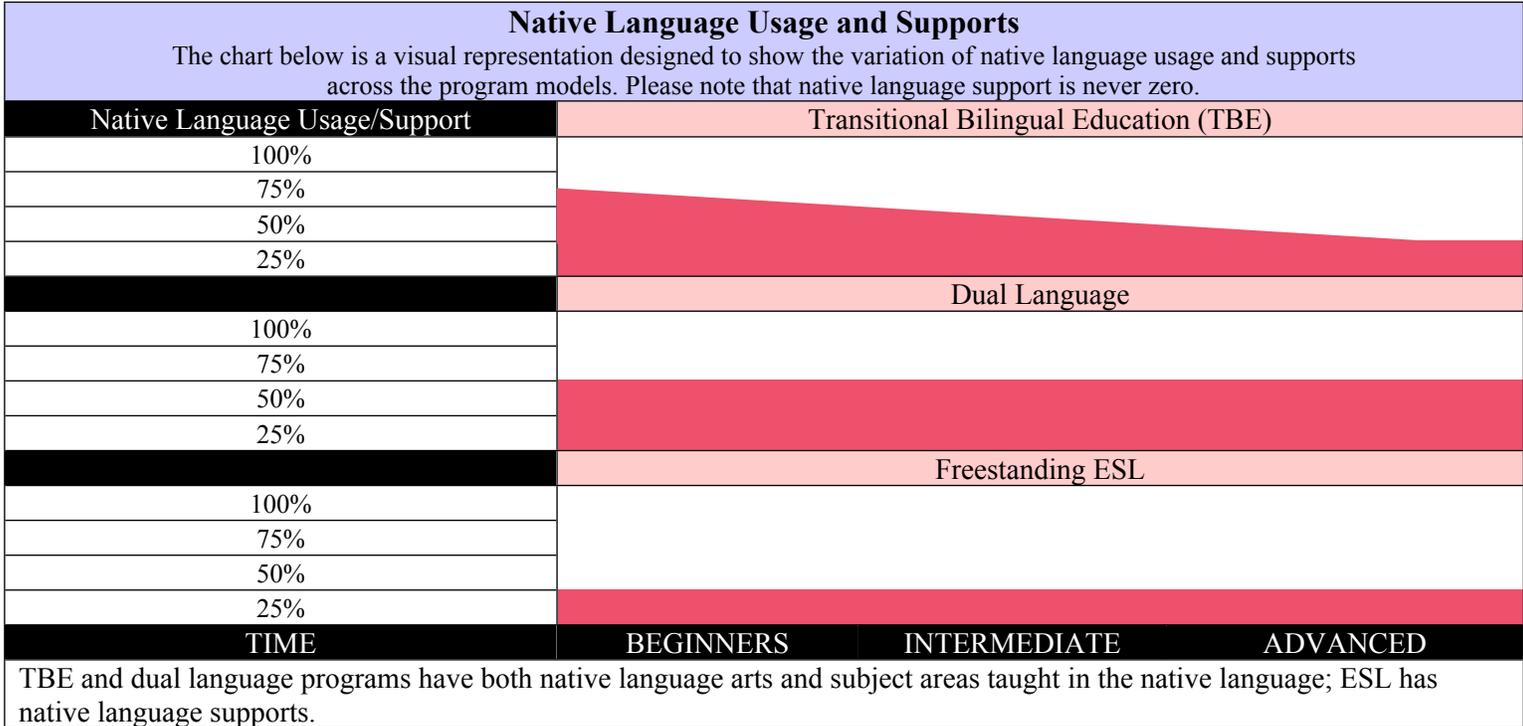
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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	45 minutes per day	45 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

9. 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.
- . 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. 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.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ELL is acquiring language and content well in our program. We have one beginner ELL, who received grades in the 90s in his first marking period. Through the integration of technology, one on one tutoring and support, he has been able to master the content. We tailor student work to support their needs. There is an emphasis on collaborative group work, so that students have supports in class, paired reading, read alouds, and opportunities to revise their work. We have differentiated texts to help students access complex concepts at their reading level, and often have two teachers in a classroom to support ELLs when they are in the mainstream setting.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we are looking more into blended learning models, now that we have the capacity to introduce technology and online learning in our school.
12. What programs/services for ELLs will be discontinued and why?
- we are not discontinuing any programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All students have access to online translation systems, English/foreign language glossaries, the capacity to read academic texts in their native language, and the opportunity to speak to one another in their native language to make meaning.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We currently only serve 9-12 grade students, and have one ELL in grade 10. When we have multiple grade levels, students are grouped in multi-grade ESL classes, where the older students serve as tutors and mentors to the younger students. The ESL program will address student levels and support literacy initiatives that span across the school.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.
18. What language electives are offered to ELLs?
- 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.
19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

we currently do not have a dual-language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 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. ELL teachers are part of our ELA departmental weekly meetings, which are looking at the CCLS and aligning school-wide curricula to the instructional shifts.

3. 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. The guidance counselor receives professional development on supporting ELLs through attending district professional development opportunities, and meeting with the principal to review the most updated FAQs.

4. 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. Dates: 10/14 @ 3 pm, 11/14 @ 11:30 am, 11/25 @ 7:30 am, 2/3 (2 hour session - Chancellor's Day), 6/5 - (2 hour session, Chancellor's day). Meeting minutes are kept electronically on file in google docs, with the principal.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Translation services are made available through our secretary, who attends and translates meetings, through over the phone translation and in partnership with outside organizations, such as the CPC, which will lead workshops in Chinese for our parents.
 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. :

E. 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.

Part VI: LAP Assurances

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)
Alicia Perez-Katz	Principal		11/13/13
	Assistant Principal		11/13/13
Janice Salmeri	Parent Coordinator		11/13/13
Melody Kwan	ESL Teacher		11/13/13
Sybao Cheng-Wilson	Parent		11/13/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Stephanie Smith	Guidance Counselor		11/13/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 Network: 102

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.

Number of families: 438

Languages spoken:

Amoy 9

Albanian 3

Arabic 2

Bengali 3

Cantonese 40

Chinese 118

French 1

Indonesian 1

Japanese	4
Korean	1
Mandarin	21
Polish	1
Portuguese	1
Spanish	19
Mongolian	1
Chinese total	188

require documents translated: all documents sent home are translated into Chinese, as this is the predominant language. Shared with the school community - in a weekly newsletter written by the Principal, this data was shared.

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.

The school uses the Translation allocation in the budget to provide interpreters for parent teacher conferences, using the big word vendor. In addition, we use the office of translation to translate letters mailed home to families.

Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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.

The Parents Bill of Rights are distributed to all students on the first day of school in advisory. The interpretation notice signs are posted in the main office, and on every floor in the school.