

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M411

School Name:

BARUCH COLLEGE CAMPUS HIGH SCHOOL

Principal:

ALICIA PÉREZ-KATZ

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M411
School Type: Screened Grades Served: 9-12
School Address: 55 East 25th St., New York, NY 10010
Phone Number: 212-683-7440 Fax: 212-683-7338
School Contact Person: Janice Salmeri Email Address: jsalmer@schools.nyc.gov
Principal: Alicia Perez-Katz
UFT Chapter Leader: Danielle McDonald
Parents' Association President: Svetlana McDonough & Sheila Kelly
SLT Chairperson: Lian Xin Lin
Student Representative(s): Lian Xin Lin, Kristal Reyes, Yoni Bachar

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, NY, NY 10010
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: (212) 356-7563 Fax: (212) 356-7514

Cluster and Network Information

Cluster Number: 4 Cluster Leader: _____
Network Number: 102 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alicia Pérez-Katz	*Principal or Designee	
Danielle McDonald	*UFT Chapter Leader or Designee	
Svetlana McDonough	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Lian Xin Lin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ari Sussman	CBO Representative, if applicable	
Ruth Cogan	Member/Teacher	
Aaron Sparrow	Member/Teacher	
Liz Pappas	Member/ Parent	
Sheila Kelly	Member/ PTA Co-President	
Yoni Bachar	Member/ student representative	
Kristal Reyes	Member/ student representative	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

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

2. School Strengths, Accomplishments:

- Each course uses the same curriculum map format, aligned to the Understanding by Design model, where courses are rooted in Essential Questions.
- All courses follow our school-wide grading policy where there are multiple measures of student learning.
- Our Core Values link student learning beyond the classroom, encouraging higher order thinking and application.
- School-wide, students engage in Socratic Seminar, and Group work, supporting collaboration.
- Our four-year advisory program creates a strong sense of community, where each child is known well by an adult in the building, and students build supportive relationships with their peers.
- Our student-led conferences give students the opportunity to take more ownership over their learning, and set and monitor their goals, along with college-readiness skills, (speaking).
- There are three guidance counselors, supporting students in social-emotional learning and the college process.
- BCCHS has many external partnerships with community organizations, enriching experiences for our students.
- We have a strong, collaborative culture among staff & students.
- Leadership provides room for teacher creativity, while communicating a clear vision
- Teachers feel supported, and students feel safe.
- Uniformity in expectations across the school allows for students to understand the expectations.

Challenges:

- With 50% of our parents speaking Chinese, we need to have more parent involvement in Chinese.
- Baruch College is able to offer courses through college now, but due to scheduling conflicts, we have not been able to increase student enrollment and/or offer additional courses.
- Students would like greater school spirit and student involvement in extra-curricular activities.
- Students and staff identified expanding trips to create more real-world connections, and as a way to engage students in learning, and for students, to help make learning fun and to connect to their peers.
- A continued focus on communication. Communication from school leadership has improved, yet, as indicated on the learning survey, there is still work to be done in terms of encouraging open communication about school issues.
- As indicated on the learning survey, 30% of staff do not feel they have sufficient materials, equipment and assistive technology in their classrooms.

3. Areas of growth from previous year :

- Our Core Values were linked to curricula last year. This year, we are deepening this work and having students tie their learning to Core Values: Real World Connections, Rigor, Community & Global Citizenship.
- Our ICT program has grown and developed with model programs, engaging a wide range of students.
- Our advisory program changed last year, with student-led conferences and goal-setting. Students are familiar with setting their own goals and advocating for their progress.

- We have launched formative assessment school-wide, making a more unified effort to assess and track student learning.

4. key areas of focus for this school Year:

- Continuing to develop our ICT program and systems to support effective teacher collaboration.
- Increasing student engagement through more inquiry-based learning and real world connections.
- Assessing student growth through the use of formative assessment.
- Engaging a broader family base with attention to school events and opportunities in targeted languages.
- Deepening our work with Core Values to align curriculum and connect students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

1. Students continue to pass Regents exams each year, and the percentage of students achieving an 85% or above is growing. In the past two years, we have opened up a 9th grade Geometry course to accommodate incoming 9th graders who are passing the Algebra Regents in middle school with above an 85%. Additionally, we now have four years of science Regents courses, to enable students to qualify for the Regents with designation in science. We have not had any students receive this diploma, and by offering multiple science Regents, our goal is to allow more students to achieve this rigorous honor. We expanded our AP offerings in STEM as well, offering AP Physics and AP Biology, as well as integrating more technology, with a 2nd year tech team course and an InvenTeam, sponsored by MIT. In looking at our PPR review from 2014, the area of focus is on formative assessment in classes, in addition to summative assessments. We launched engrade this year, allowing students to have access to their grades in real time, to give them more ownership of their learning and transparency.

2. Our strengths:

- Our Core Value of Rigor supports this as teachers and students examine how we use the five habits of mind to challenge and stretch our thinking.
- Each course uses the same curriculum map format, aligned to the Understanding by Design model, where courses are rooted in Essential Questions.
- All courses follow our school-wide grading policy where there are multiple measures of student learning.
- Our Core Values of Real World Connections and Global Citizenship link student learning beyond the classroom, encouraging higher order thinking and application.
- School-wide, students engage in Socratic Seminar, which is aligned to the Common Core speaking standards and Danielson Highly Effective exemplars for student questioning and discussion.

Our needs:

- In 12th grade, we are looking for ways to continue to engage Seniors in rigorous work and thinking. This year, we are adding mid-terms and final exams.
- With a growing ICT program, we are learning about how to effectively differentiate curricula to continue to have students work at the Honor's level, while also supporting a wide-range of learners.
- We need to have more systematic formative assessment approaches across classes and grades. This year, we had all teachers assign a baseline assessment, and are sharing data during staff meetings.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In 2014-15, all curricula will be aligned to the Common Core and BCCHS Core Values, focusing on making Core Values explicit to students in class, which will be measured with formative assessment, in order to increase student engagement and mastery of content.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Grade teams will meet monthly to develop plans monthly to look at student engagement, review student work and develop plans across grade level to support. <ul style="list-style-type: none"> • Teachers align planning to CCLS (Domain 3a) • Monthly staff meetings to share intervisitation feedback & how teachers are aligning it to their plans 	All students	September-June, 2015	Alicia Perez-Katz will oversee grade team meetings, along with Laura Rigolosi (staff developer. Gisele Nassif and Alicia Perez-Katz will observe teachers, using the Danielson rubric.
<ol style="list-style-type: none"> 2. ICT co-teachers will review formative assessment data during weekly co-planning meetings, and focus on ICT student's progress and engagement. 	Students with IEPs	September, 2014-June, 2015	Gisele Nassif Hanna supervises Special Education
<ol style="list-style-type: none"> 3. Engrade was launched to give parents access to student progress in real time. In the spring, grade-level meetings will be held for parents to discuss curricular benchmarks. In the fall, student-led conferences are held, where students discuss their goals and tracking progress toward these goals. 	All students, parents	November, 2014-June, 2015	Diana Di Rico and Lori Nardacci planned and oversaw advisory team meetings on student-led conferences. Carl Turso, tech support, oversees engrade. Alicia Perez-Katz launched engrade protocols and gathered consensus with all staff.
<ol style="list-style-type: none"> 4. Everyone works towards the shared goal of increasing student engagement and finding out how to assess this. Department and grade teams set their own goals and all teams identified student engagement as an area of focus. Students are asked to reflect on their own progress through our advisory program. Parents partake in this goal through participation in student-led conferences. 	All stakeholders	September-June, 2015	Alicia Perez-Katz oversees staff meetings, consensus gathering.

--	--	--	--

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff developer to lead professional development on formative assessment, articles on formative assessment from professional journals, SchoolNet baseline and benchmark assessments in Algebra and Geometry.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

C4E funds
 TL Citywide Instructional Expectations

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

As part of our department team professional development cycles, teams will monthly share formative assessment data and how it informs future planning.

In January, teachers will share baseline data in a staff meeting and compare it to benchmark assessments.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

3. Since last year, our school paired with the Student Voice Collaborative, where two eleventh graders are involved in a city-wide effort to increase student voice in schools. Last year, they surveyed student involvement, and led a campaign to increase school spirit, through a lunch ice cream social and more structures for student government. This year, they conducted a survey on student morale, and the survey showed that students feel that more trips will increase student morale.

In analyzing the Learning Survey, we found that we are above average for satisfaction with school culture (93%). Last year, we launched our first CAAFs (student-led conferences) and surveyed parents and students. Over 96% found the new structure to be more meaningful than traditional parent-teacher conferences.

Over 90% of teachers were rated Highly Effective in the Danielson categories of 2a, 2d.

4. School’s strengths :

- Our four-year advisory program creates a strong sense of community, where each child is known well by an adult in the building, and students build supportive relationships with their peers.
- Our student-led conferences give students the opportunity to take more ownership over their learning, and set and monitor their goals, along with college-readiness skills, (speaking).
- Group work is a key component of all classes, and students learn roles to assist in collaboration.
- We build community and trust with a 9th grade overnight trip to Greenkill, where students learn to rely on one another.
We have a school-wide field day and advisory competitions to increase collaboration and community.
- There are three guidance counselors, supporting students in social-emotional learning and the college process.

Needs:

- Students would like greater school spirit and student involvement in extra-curricular activities.
- Students often express having high levels of stress and anxiety from the rigorous course work.
- Students and staff identified expanding trips to create more real-world connections, and as a way to engage students in learning, and for students, to help make learning fun and to connect to their peers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Students will be engaged in their learning, through the expansion of school trips and hands-on learning opportunities: Each grade team will plan at least one trip and/or inquiry-based project for the 2014-15 school year, which will result in increased student engagement, evidenced through project based assessments and assignments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
---	-----------------	--------------------------------	--

for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Grade teams will meet monthly to investigate and monitor their goal of increasing student engagement.	Staff	October-June, 2015	Laura Rigolosi, Staff Developer Alicia Perez-Katz
Parents will be invited to participate in trips and school-wide activities.	Families	October-June, 2015	Alicia Perez-Katz, Department team leaders
Co-planning partners will align inquiry-based learning & trips to curricula and assessments.	Staff	October-June, 2015	Staff
Students will take on more student-led events to increase involvement.	Students	October-June, 2015	Student government

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources – substitutes to cover teachers on trips (and funds)
Funds for admissions to events
Time for teachers to plan projects & events
Schedule adjustments for school-wide events and trips.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
---	-----------------	--	----------------------	--	------------------	--	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

PTA support

Part 6 – Progress Monitoring

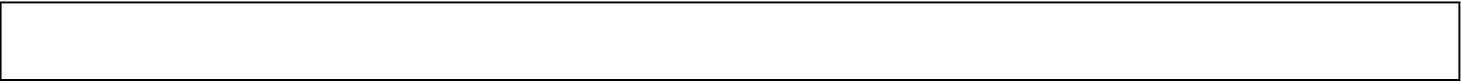
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

In January, 2015, teacher teams will look at student work, reflections of trips/projects and reflect if they met their goal.

Part 6b. Complete in **February 2015**.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

BCCHS has had teacher collaboration as a model for many years. We have teachers who teach the same grade and subject collaborate through common planning time. This was set up with a staff retreat, staff development, and protocols and systems to support this. With a new ICT program, three years ago, we expanded teacher collaboration to co-teaching. All co-teachers have a common planning period. Teachers meet weekly in teams (grade, department and advisory grade team). In observing co-teaching classrooms, and speaking with co-teaching partnerships, we found that supports needed to be put in place to develop more robust co-teaching structures, as we learn them for the first time. We have had network support cycles with staff, and teacher study groups on ICT to support this. In the Learning survey, 100% of teachers surveyed agreed that the school leaders provide time for collaboration among teachers. 100% agreed that teachers in their school work together on teams to improve their instructional practice.

School’s strengths:

- Strong, long-standing structures in place for collaborative planning among staff.
- Collaborative team structures are in place to support students in succeeding, as well as planning interdisciplinary connections, and aligning curriculum to the Common Core.
- Staff Developer supports teacher growth in professional development, through intervisitations, team meetings and teacher led inquiry projects.
- Teachers present at national conferences, including NCTE, NCTM.

Needs:

- The development of more fluid practices that can be applied to ICT co-teaching partnerships, allowing for both teachers to have robust roles.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

ICT teachers will share curricula weekly, which they adapt and modify to include more multiple modes of learning and will develop scaffolding and supports, which will result in special education student improving in their organizational skills. This will be measured through student projects and assessments, as well as planner checks in SETTS and advisory.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Co-planning partners will meet weekly to review curricula for the upcoming week and share differentiation strategies.	ICT classes	September-June, 2015	Alicia Perez-Katz
On a weekly basis, all ICT teachers 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	ICT classes	September-June, 2015	Alicia Perez-Katz, co-teaching pairs
Network Coach will provide cycles of support for ICT co-teaching pairs on strategies to align planning to increase student engagement.	ICT classes	September-June, 2015	Summer Edell (network) Laura Rigolosi (staff developer)

Part 4 – Resources Needed

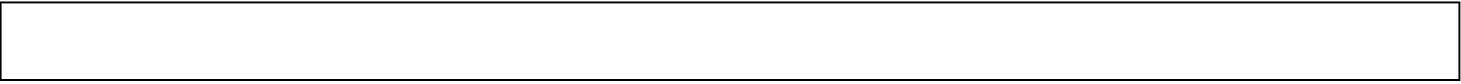
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources – coach, staff developer Schedule adjustments – common planning time, release time for outside staff development (Teacher's College) Instructional Resources – models of differentiation, structures shared across departments/grades

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
C4E funds Citywide Instructional									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By February, 2015, co-teachers will reflect on their progress in co-teaching in the classroom. School leaders will meet to reflect on observation data and review of curricula.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Learning Survey indicates that school leaders provide time for collaboration among teachers (100% staff agree), and give regular feedback about their teaching (90% agree). 90% of staff agree that the principal at their school is an effective manager who helps the school run smoothly, and 100% indicated that she makes clear to the staff her expectations for meeting instructional goals. Additionally, 90% of staff stated that the principal knows what’s going on in their classroom and participates in instructional planning with teachers. 90% of teachers indicate that the principal communicates a clear vision for our school and understands how children learn.

The Principal is an advisor, modeling the value of advisory, and working closely with students and families.

Teachers have presented at National Conferences, and won awards for their work. The principal nominates teachers for awards, and supports their growth.

Strengths:

- Strong, collaborative culture among staff & students.
- Teachers, as learners, modeled by the school leader – reading professional texts, collaborating on innovative ideas
- Leadership provides room for teacher creativity, while communicating a clear vision
- School goals are crafted in collaboration with school community
- Teachers feel supported, and students feel safe.
- Uniformity in expectations across the school allows for students to understand the expectations.

Needs:

- A continued focus on communication. Communication from school leadership has improved, yet, as indicated on the learning survey, there is still work to be done in terms of encouraging open communication about school issues.
- As indicated on the learning survey, 30% of staff do not feel they have sufficient materials, equipment and assistive technology in their classrooms.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

School leadership will encourage open communication about school issues through the formation of a professional development team that meets monthly to provide feedback about teacher goals, aligned to school goals. Monthly forums will be held in which teachers give feedback on school systems and structures, resulting in community-led

programs for the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Professional Development Committee, with teachers who chose to join, will meet weekly to establish protocols and priorities for teacher team meetings.	Teacher leaders	September-November, 2014	Alicia Perez-Katz
Professional development committee will meet monthly to monitor the professional development plan and make adjustments	Teacher leaders	December-April, 2015	Alicia Perez-Katz
Circle time is integrated as a part of our meeting cycle, to encourage open communication and trust-building among all members of the staff	All staff	September-June, 2015	Laura Rigolosi, staff developer
Teacher survey distributed in January & May, to get feedback and suggestions regarding programs and systems in the school.	All staff	January-May, 2015	Alicia Perez-Katz

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources – staff developer, pd team Instructional resources – professional articles and books Schedule adjustments – 100 minute PD time/flex time, open door policy (Principal), teacher intervisitations

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
C4E funds									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.
In January, a survey will be distributed to staff to get feedback on programs and systems, and a forum for open communication of thoughts/ideas.
Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Did not survey staff. Will survey staff in April.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Over 100 families attended our Parent-teacher conferences in the fall of 2014. In the learning survey, 97% of families indicated that the school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter or in other ways. 98% feel that the school keeps them informed about their child’s academic progress.

Our community partnerships are with: Baruch College, General Assembly, Credit Suisse, MCC Theater, Henry Street Settlement, Mouse Squad, Lemelson InvenTeam, College Now, Junior Achievement, Estee Lauder (Pencil), American Symphony Orchestra, Solar One, Davis, Polk & Wardell, World Savvy, Chinese Planning Council.

Strengths:

BCCHS has several long-standing traditions, which connect family and community to our school, including: school math conference, College Night, incoming 9th grade orientation, Senior Awards Night, school performances (plays, music), Senior Defenses. Families are engaged through our robust school website, and have access to student data via engrade, an online grading portal.

BCCHS has many external partnerships with community organizations, enriching experiences for our students.

Our collaboration with Baruch College allows students to take college-level courses while in high school and have access to the college library, as well as athletic facilities.

Interpreters attend parent-teacher conferences to allow families that do not speak English to participate in a dialogue.

Needs:

With 50% of our parents speaking Chinese, we need to have more parent involvement in Chinese.

Baruch College is able to offer courses through college now, but due to scheduling conflicts, we have not been able to increase student enrollment and/or offer additional courses.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

BCCHS will hold at least 3 workshops for families in Chinese, around the college process and college readiness, in the 2014-2015 school year, which will increase family attendance in the school by 15%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
---	-----------------	--------------------------------	--

for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
In partnership with a community based organization, we will hold a financial aid night in Chinese.	Chinese-speaking families	January, 2015	Bonnie Phillips, College counselor
In partnership with a community-based organization, we will hold a college night in Chinese.	Chinese-speaking families	March, 2015	Bonnie Phillips, College Counselor
The school will hold a breakfast for Chinese-speaking families with the principal and college counselor.	Chinese-speaking families	April, 2015	Alicia Perez-Katz
Students will be trained to act as translators for documents, taking on a role in the school to improve communication with families.	Bilingual students.	October, 2014-June, 2015	Alicia Perez-Katz

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Interpreters – The Big Word, school staff. Community-based organization partnerships – Chinese Planning Council Food purchased for events, flyers in Chinese, technology & rooms for events. Funding to pay for interpreters, food.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TL Translation									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
Benchmark: One evening event is held in Chinese, with parent attendance. College counselors follow up with students to measure impact. March, 2015 will serve as a mid-point benchmark, as most activities are planned for the spring term.				
Part 6b. Complete in February 2015.				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		x	Yes	No

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students who are below grade level in their 8 th grade ELA test, students academically at-risk	Extended Day, small group instruction, books on tape -	Small group, one-to-one tutoring	After school
Mathematics	Students who are below grade level in their 8 th grade math test or Regents exam, , students academically at-risk	Extended day, peer tutors	Small group, one to one tutoring, senior mentors	After school
Science	Students below level in 8 th grade ELA/Math/Science exam, Regents exam, academically at-risk	Extended day, small group instruction, test corrections, lab make-ups	Small group, one to one tutoring, senior mentors	After school
Social Studies	Students below level in 8 th grade ELA/Math exam, Regents exam, academically at-risk	Extended day, small group instruction	Small group, one to one tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Long term absences, students who are academically at-risk, students with IEPs, students reported by staff with concerns regarding emotional supports.	Small group at-risk counseling, mandated counseling, mentoring programs	Small group	During the school day, after school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
--	---------------------------------	--	---	----------	--------------------

Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

N/A

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Baruch College Campus High 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 the school and the families. The 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 the school community. Baruch College Campus High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Baruch College Campus High 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Gisele Nassif Hanna
Coach	Coach
ESL Teacher Melody Kwan	Guidance Counselor Stephanie Smith
Teacher/Subject Area Danielle Carniaux	Parent Svetlana McDonough
Teacher/Subject Area Michael King	Parent Coordinator Janice Salmeri
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other type here

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)	451	Total number of ELLs	1	ELLs as share of total student population (%)	0.22%
--	------------	----------------------	----------	---	--------------

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										1				1
Push-In										1				1
Total	0	0	0	0	0	0	0	0	0	2	0	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	1	0	0	0	0	0	0	0	0	1

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	0	0	0	0	0	0	1	
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	
	ELL	EP	ELL	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	
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

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							1		1
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					1				1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We assess our ELLs literacy skills with a teacher-designed baseline assessment. Students are asked to read a text over the summer, and write a response which is assessed as a baseline in literacy skills. Teachers use this data to decide how to group students, and develop goals for the student for the school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We currently only have one ELL who is advanced, so we cannot notice patterns.
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:
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?

There are no patterns, as we only have one ELL. We have a freestanding ESL program, so our ELL does not take assessments in his native language.

We do not use the ELL periodic assessments.
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 curricula school-wide is designed to support second language development, as over 50% of our school population are former ELLs. We emphasize speaking by integrating Socratic Seminar in all classes, and students set and monitor their goals through advisory and reviewing grades on an online portal.
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.).
All of the ELLs that have attended our school have passed into Proficiency rating and graduated with Regents diplomas. We continue to evaluate the success on ELL passing rate of the NYSESLAT and academic progress in classes and Regents exams.

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](#).)
We administer the HLIS to all new entrants to our school, including an oral interview in English and in the native language. Based on the results of the HLIS, we then administer the LAB-R, if necessary. If a student indicates that a language other than English is spoken at home, or written, read, then we administer the LAB-R to that student. The LAB-R is scored and the student and their family are given a letter explaining what services they are entitled to and the family selects what services they want. As we are a small school and currently have only 1 ELL, we only offer freestanding ESL, however, will find them a program in another school, or if there are enough students in the school to make a bilingual class (if that is what they select) then we will create this program. The interview and HLIS is conducted by the Principal and guidance counselor. The LAB-R is given by the ESL teacher. The formal initial assessment is provided by the ESL teacher and content teacher (we use a push-in model for ESL).
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.
Because we are a screened school, we interview all new admits to our school with the parents. When we determine that a student

may be an ELL, we inform the parents about the different options of programs available.

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].)
Entitlement letters are sent to the family within two weeks of admission to our school, via mailing home and a follow up phone call. If the parent does not return the form, we give another copy to the student and follow up with an additional phone call. All entitlement letters are stored in the student's cumulative file.
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.
Students are currently placed in ESL programs, as this is the program our school has. However, if there were enough students to create a bilingual class, then we would reprogram the school to create this. In addition, all ELL students parent information surveys and preference forms would be reviewed by the principal. The school secretary translates for Chinese families, and for families who speak Spanish, the Principal is fluent and can speak to them. We also have staff members who are fluent in Portuguese, Arabic, Italian. If there is another language, we would use over the phone translation services and have the parents in for a meeting with translation to discuss their options and choices.
5. 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.
Each spring, the ESL teacher administers the NYSESLAT to the ELL students during the ESL scheduled times, and after school, when needed.
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. 
We have not had any new admit ELLs enter our school. All of the ELLs in our school, came from a middle school, where they had already selected their programs.

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])?
 - a. we use push-in and stand-alone ESL.
 - b. the program model is block by grade level, heterogeneous.

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)?

The ESL program is programmed in STARS and in our school schedule, which is published to the school community.

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.

content is delivered by the main content teacher, and the ESL teacher supports the student in individual work, note-taking, and assessing comprehension. Instruction is delivered in English. The ESL teacher coordinates with the teachers she pushes into, to share formative assessment feedback and what differentiation approaches will support the ELL student(s). Students work collaboratively in groups, and heterogeneous groups are designed based on data culled from formative assessments. ELLs are also provided with books on tape for English class, to support understanding of the texts.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are permitted to use bilingual glossaries on all assessments and given extended time on all class work and assessments. They have translated Regents for the Regents exams in January and June.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in reading, writing, listening and speaking through:

reading: ongoing assignments in core classes, and ESL teacher monitoring comprehension with small-group and one-on-one work.

writing: ongoing writing prompts and tracking of student progress aligned to the CCLS and our school-developed formative assessments (rubric aligned to the CCLS)

listening: socratic seminar, group work, and formative assessment

speaking: socratic seminar, presentations, and interactions with ESL teacher.

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 at our school (we currently do not), our instructional plan would be to place them in a class with additional supports. Ideally, these students would be placed in an ICT class as a general education student, where they could additionally receive the supports of having two teachers in the room. They would be assessed on their progress and differentiation strategies will be put in place for their classes. They would be programmed to attend after school supports in small-group instruction, and would not be programmed in LOTE, and that time would be used for study skills, enrichment instruction.

 - b. ELLs who are newcomers would be provided with additional time to complete work, and we will purchase texts for them in their native language. They will attend after school small group supports, and be exempt from LOTE (provided that they have met the language requirements) and be programmed into a study skills class.
 - c. For ELLs receiving service for 4-6 years, they will be programmed for additional language supports after school, as well as the study skills class.
 - d. The 6+ years ELLs will be supported with a modified program, where they can focus on gaining acquisition in English and obtaining the necessary credits for graduation. This could include: 3 years of science (instead of 4), with the fourth year focusing on additional language instruction.
 - e. Former ELLs in years 1 and 2 receive testing modifications, and attend academic after school supports.

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 special education 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, in ICT classes, as this is the model our school follows, and only be pulled out of class for related services if needed and/or the support teachers would push in to academic classes. Currently, any students with disabilities are not pulled out of core academic classes, and we would ensure the same, as well as the opportunity for enrichment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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

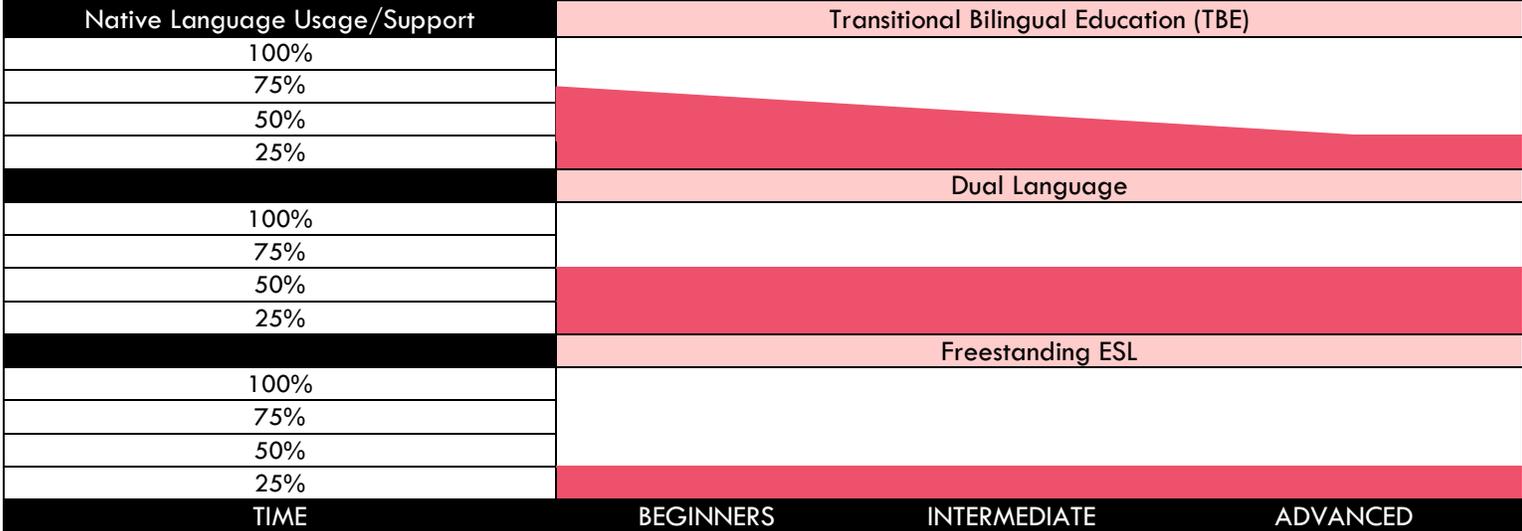
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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.
We offer after school support for ELLs through our Achieve Now grant, which provides small group instruction and review of content. These programs are offered in English.
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 ELLs are all passing the NYSESLAT into proficiency within a year.
11. What new programs or improvements will be considered for the upcoming school year?
for the upcoming school year, we would like to begin using the periodic assessment for ELLs, as a way to track their progress toward English acquisition.
12. What programs/services for ELLs will be discontinued and why?
We currently do not have any services that we will discontinue.
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 programmed in the same classes as all of our students, which are taught at the Honors Level. In 11th and 12th grade, all students in our school have the opportunity to apply for Advanced Placement classes. ELLs are also invited to attend all extracurricular activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We allow students to use electronic dictionaries, and students are provided with laptops to use during the day, and are permitted to use google translate. We also purchase textbooks in the students native language, to assist them in acquiring the content.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
we allow students to read texts in their native language, so they can acquire the content.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
We purchase texts aligned to each class, to support ELLs in every grade level. For example, a tenth grader reads Dante's Inferno, which we purchase translated copies of, whereas an 11th grader reads The Adventures of Huckleberry Finn.
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.
All students new to our school are paired with a mentor student, who contacts them over the summer, and meets with them regularly throughout the year to help them transition to school. We also meet with the family, to review the curriculum, assignments and have follow up meetings throughout the year to update them on their child's progress.
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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. Staff meet in the following configurations: grade team, department team, advisory grade team and whole staff. As a whole staff, we are engaged in rounds of intervisitations, where we examine different strategies. This year, one of the rounds will be on language instruction and acquisition. In addition, we have discussed Socratic Seminar as a staff, and differentiation strategies to support students who are new to English in speaking. We have read professional articles and observed a video of a seminar in one of our classes. In grade teams, teachers discuss strategies to support students, including ELLs that they can put in place across all classes. Our ESL teacher joins the English department to share strategies on teaching writing and reading.
 2. ESL teachers are provided with opportunities to attend city-wide trainings as offered by the NYCDOE.
 3. Teachers meet 100 minutes per week, and therefore reach the required 10 hours of training in four months. Literacy, speaking, reading and writing strategies are integrated across our professional development (as indicated in #1)

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. Our parent teacher conferences are student-led, so therefore, we provide interpreters from the Big Word to provide interpretation during the conferences. All parents sign up online for a time slot and indicate their language needed for interpretation. Additionally, as the large majority of our students who are/were ELLs are Chinese, we host annual college readiness nights with a CBO in Chinese, and host breakfasts with the principal, which is interpreted into Chinese by our Chinese-speaking secretary. Lastly, parents have access to call the school and ask questions by being directed on the phone to press a number to reach the Chinese-speaking secretary.
 2. We are partnered with the Chinese Planning Committee, which we have worked with for several years. They provide parent workshops and opportunities outside the school for our families.
 3. We evaluate the needs of parents through surveying parents and students.
 4. Parents have indicated that they are interested in learning about college, therefore we gear our presentations to that topic.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alicia Perez-Katz	Principal		1/1/01
Gisele Nassif Hanna	Assistant Principal		1/1/01
Janice Salmeri	Parent Coordinator		1/1/01
Melody Kwan	ESL Teacher		1/1/01
Svetlana McDonough	Parent		1/1/01
Danielle Carniaux	Teacher/Subject Area		1/1/01
Michael King	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **Cluster 1** Network: **CFN 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.

Part B: Strategies and Activities

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

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

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

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

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

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

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