

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M411

School Name:

BARUCH COLLEGE CAMPUS HIGH SCHOOL

Principal:

ARLEEN LIQUORI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Baruch College Campus High School School Number (DBN): 02M411
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: Gisele Nassif Hanna Email Address: gnassif@schools.nyc.gov
Principal: Alicia Perez-Katz
UFT Chapter Leader: Danielle McDonald
Parents' Association President: Bobbie Dillin & Abby Koreto
SLT Chairperson: Ruth Cogan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mary Cozza
Student Representative(s): TBD
TBD

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Ave., New York, NY 10001
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: 212-356-3700 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 Seventh Ave, 8th floor
Director's Office Address: NY, NY, 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646.470.0721 Fax: 917.339.1765

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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.
- With a growing ICT program, we continue to look at best practices in co-teaching and differentiating instruction to support a wide range of learners.
- Students who are not passing Regents exams are overwhelmingly students with IEPs.

3. Areas of growth from previous year :

- Last year, we deepened our work around our Core Values, with curricular shifts aligned to Global Citizenship and Real World Connections.
- Our ICT program has grown and developed with model programs, engaging a wide range of students.
- Our advisory program was modified to include more opportunities for community building and literacy.
- We 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.

02M411 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	451	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	7	# Drama	N/A
# Foreign Language	16	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	2.1%	% Attendance Rate		97.4%	
% Free Lunch	56.7%	% Reduced Lunch		9.3%	
% Limited English Proficient	N/A	% Students with Disabilities		6.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		6.2%	
% Hispanic or Latino	14.8%	% Asian or Native Hawaiian/Pacific Islander		58.5%	
% White	19.6%	% Multi-Racial		0.7%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.58	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		25.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.75	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	100.0%	Mathematics Performance at levels 3 & 4		98.1%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	98.3%	% of 2nd year students who earned 10+ credits		100.0%	
% of 3rd year students who earned 10+ credits	99.0%	4 Year Graduation Rate		100.0%	
6 Year Graduation Rate	100.0%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 3rd year tech team course.

In looking at our Quality Review from 2015, the area of focus is around developing teacher pedagogy, focusing on increasing the role of teacher as facilitator for student to student discussion across classes.

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 deepening the Senior Exit project by creating more interdisciplinary links.
- 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.
- 11% of observations in Advance were Developing in Instruction. We will focus on increasing opportunities for student to student dialogue, with teacher as facilitator.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

In 2015-16, classroom instruction will be differentiated to support a wide range of learners, through structured student-to-student dialogue in all classes, at least once a week. Teachers will be able to assess student understanding and make instructional shifts to support areas of need.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Co-teachers will use the models of ICT to support different learning needs.	All ICT classes 9-12	September-June	Gisele Hanna, Assistant Principal Alicia Perez-Katz, Principal Alison Shilling, Special Education Liaison
Student-Led conferences will engage families in the spring around student SMART goals, along with curriculum night in the fall for an overview of curriculum.	Parents, students	Fall Curriculum Night: September, 2015 Spring student-led conferences: March, 2016	Rita Ross – student led conferences Laura Rigolosi – curriculum night
Teachers will co-plan weekly, using a shared planning template, to integrate differentiated strategies.	Teachers	September-June	Gisele Hanna, Assistant Principal
Teachers will observe each other's classes, looking at questioning & student-student discussion and create an action plan for their classes.	Teachers	October-December – cycle 1	Laura Rigolosi, Staff Developer

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: teacher leaders, staff developers. Instructional Resources: ICT co-teaching modules, CCLS discussion rubrics. Schedule adjustments: common planning time for teacher teams.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Professional Development will launch an intervisitation cycle with reflection by December, 2015.

Teacher shared lesson plans will be launched in September, and reviewed in November, 2015 for progress toward goals.

Classroom observations for co-teaching will take place monthly with both the Principal and Assitant Principal.

In the spring, a modified cycle of professional development will focus on the need as identified in December.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

For the past two years, 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 developed more opportunities for school spirit, with school-wide competitions around academics and athletics.

In analyzing the Learning Survey, we found that we are above average for satisfaction with school culture (93%). Our CAAFs (student-led conferences) involves students in their own learning. Over 96% of parents found the structure to be more meaningful than traditional parent-teacher conferences.

Over 72% 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

The advisory program will continue to focus on student voice and community building. Students will monitor their progress toward goals through weekly advisor conferences, and updating their advisory binder. This will be measured through student-led conferences held in the spring, 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Advisors will hold weekly conferences with advises about academic and personal goals.	Students, advisory teachers	September-June	Rita Ross, Angela Oldenburg, advisory teacher leaders
Advisory will engage in community building discussion, through a school-wide curriculum.	Students, advisory teachers	September-June	Rita Ross, Angela Oldenburg, advisory teacher leaders
Students will lead conferences around their academic progress, in spring, 2016.	Students, parents	September-March, 2016	Rita Ross, Angela Oldenburg, advisory teacher leaders
Advisors will communicate with families, using the Teacher Action Plan as a guide.	Parents, advisors	September-June, 2016	Gisele Nassif Hanna, Alicia Perez-Katz

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: advisory leaders summer planning, advisors leading conferences. Instructional resources: advisory curriculum. Schedule adjustments: advisory blocked in the teacher programs.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 st Century Grant	SIG/SIF	PTA Funded	In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Advisory teams will meet monthly to reflect on progress and plan ahead.

Advisory team leaders and staff developer will conduct a needs assessment and adjust in January, 2016.

Advisors will share feedback on the program in May, 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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.
- Teachers need more co-planning time.
- Classes that do not have an ICT teacher (Spanish, Art) need more supports.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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 activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
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, Gisele Nassif Hanna
On a weekly basis, all ICT teachers will: <ul style="list-style-type: none"> 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, Gisele Nassif Hanna
Teachers will use google docs as a format to share lesson plans in real time and make modifications.	ICT teachers	September-June, 2015	Alicia Perez-Katz, Gisele Nassif Hanna

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 Instructional Resources – models of differentiation, structures shared across departments/grades											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016, 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teacher leaders will facilitate key programs in the school, including the advisory program, ICT program, department curricular alignment and PTA/SLT. Teacher leaders will meet in a cabinet with administration on a regular basis to support school-wide goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
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, 2015	Laura Rigolosi, Staff Developer
Professional development committee will meet monthly to monitor the professional development plan and make adjustments	Teacher leaders	December-June, 2016	Laura Rigolosi, Staff Developer
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, 2016	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, 2016	Laura Rigolosi, Staff Developer, Alicia Perez-Katz, principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
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X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Over 100 families attended our Parent-teacher conferences in the fall of 2015. 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

BCCHS will hold at least 3 workshops for families in Chinese, around the college process and college readiness, in the 2015-2016 school year, which will increase family attendance in the school by 15%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In partnership with a community based organization, we will hold a financial aid night in Chinese.</p>	<p>Chinese-speaking families</p>	<p>January, 2016</p>	<p>Bonnie Phillips</p>
<p>In partnership with a community-based organization, we will hold a college night in Chinese.</p>	<p>Chinese-speaking families</p>	<p>March, 2016</p>	<p>Bonnie Phillips</p>
<p>The school will hold a breakfast for Chinese-speaking families with the principal and college counselor</p>	<p>Chinese-speaking families</p>	<p>October, 2015</p>	<p>Bonnie Phillips</p>
<p>Students will be trained to act as translators for documents, taking on a role in the school to improve communication with families.</p>	<p>Bilingual students</p>	<p>October, 2015-June, 2016</p>	<p>Melody Kwan, Stephanie Smith</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Interpreters – The Big Word, school staff.</p> <p>Community-based organization partnerships – Chinese Planning Council</p> <p>Food purchased for events, flyers in Chinese, technology & rooms for events.</p> <p>Funding to pay for interpreters, food.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>Title I SWP</p>	<p>Title I TA</p>	<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>				
	<p>C4E</p>	<p>21st Century Grant</p>	<p>SIG/SIF</p>	<p>PTA Funded</p>	<p>In Kind</p>	<p>X Other</p>				

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Attendance will be taken at all events. Students and families will be surveyed in October, 2015 about topics and times that are meaningful for their attendance.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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, audio books -	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	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 day, After school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
Highly Qualified teachers are hired through a hiring committee, and are supported with a staff developer or mentor teacher. Teachers are assigned in their license area.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
A staff developer with a PhD from Teacher's College, Columbia University, leads and plans staff development, with a Professional Development committee. Teachers co-plan and are released for common planning and alignment to CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
n/a

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

BCCHS Parent Engagement Policy

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, School Quality 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)

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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Alicia Perez-Katz	Assistant Principal Gisele Nassif Hanna
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Melody Kwan	School Counselor Stephanie Smith
Teacher/Subject Area Michael King/History	Parent Abigail Koreito
Teacher/Subject Area Brooke Feld/Math	Parent Coordinator Janice Salmeri
Related-Service Provider Sari Grebstein	Borough Field Support Center Staff Member type here
Superintendent Marisol Bradbury	Other (Name and Title) Loriann Nardacci ENL Teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	447	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL						1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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										1				0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New 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										1				0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										0				0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										1				0
Expanding (Advanced)														0
Commanding (Proficient)											1			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				1						1				0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											3			0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We currently have one ELL so we cannot notice patterns.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We set goals for the student in 2014-2015 and he passed the NYSESLAT into proficiency in the spring of 2015. Each year our students have shown improvement.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home 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.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
 N/A
- How do you make sure that a student's new 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. For ELLs, we look at their levels for math and reading levels and their grades from middle school to gain insight on educational history. The ENL teacher Melody Kwan speaks the same native language as the ELL and she has communicated with the family, where she learns about the cultural background of the student. The ENL teachers meet once a week as a team and they also meet with the content area teachers to discuss language acquisition and vocabulary development strategies, as well as modifications to assignments. The ENL teachers also push in to the content area classes and work with the ENL students. During the pull-out sessions, the ENL teachers work with ELLs in a smaller group setting, which allows them to learn more about the students. When we have grade team and department team meetings, the ENL teachers share on the students' educational history and/or cultural background that can help with instructional decisions. As for language learning skills, we emphasize speaking by integrating Socratic Seminar in all classes, reading texts in English, independent reading at their own levels and writing across the curriculum. 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The principal, Alicia Pérez-Katz, the guidance counselor, Stephanie Smith and the ENL teacher, Melody Kwan administer the HLIS to all new entrants to our school. If a language other than English is determined based based on the results of the HLIS (when the answers to the questions indicate that the student uses a language other than English) an oral interview is conducted in English and the home language by the principal, the guidance counselor and the ENL teacher. Over the phone interpretation services provided by the DOE's Translation and Interpretation Unit are used so that parents can receive language assistance and have their questions answered in their preferred language. After the interview, the ENL teacher will review the student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, we will use age- and grade-appropriate informal, culturally sensitive, school-based assessment or formal and informal screeners. Then we determine the student's eligibility to take the NYSITELL. The ENL teacher, Melody Kwan, administers the NYSITELL. The answer documents are printed from ATS. The NYSITELL is administered to the student within 10 days of enrollment. After the NYSITELL is administered, the answer documents are scanned within 10 days of enrollment. Then the student and their family are given the standard NYCDOE parent notification letter explaining the results of the NYSITELL and ELL status and what services they are entitled to with 5 school days of ELL determination. 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 formal initial assessment is provided by the ENL teacher and content teacher (we use a push-in model for ESL). We do not administer the Spanish LAP because we do not have Spanish speaking ELLs. The identification of the ELLs comes from the 9th grade data from the High School Enrollment Services.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
We do not have SIFEs. If we had SIFEs, we would follow all the same steps to identify the ELLs within the first 30 days of enrollment. If there were indications that a student has had an interruption or inconsistency in formal school, we would proceed with the SIFE identification service. We would administer the oral interview questionnaire and administer the Literacy Evaluation fore Newcome SIFE for students who have a home language of Arabic, Bengali, Chinese, Hatian Creole or Spanish.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

ELLs who have SWD status are indicated in data sent by High School Enrollment Services. For newly enrolled students with IEPs, the LPT (which includes the principal, the ENL teacher, the guidance counselor and a parent) reviews evidence of the student's English development. Upon review the LPT recommends if the student should take the NYSITELL. If the recommendation of the LPT is accepted within 10 days, the student takes the NYSITELL within 5 days, and the ELL Identification process continues as with all students.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The principal sends the NYCDOE Entitlement and Non-Entitlement notification letters (in the parents' preferred language) to the family within 5 school days of ELL determination, 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 dated and signed Entitlement and Non-Entitlement letters are stored in the student's cumulative file. A copy is made stored in the ENL coordinator's files.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Entitlement letters, which explains their right to appeal ELL status within 45 days of enrollment, are sent to the family within 5 school days of ELL determination, via mailing home and a follow up phone call. The principal sends these letters (standard NYCDOE Entitlement letters in the parents' preferred language) home. If the parent does not return the form, we give another copy to the student and follow up with an additional phone call. All signed and dated entitlement letters are stored in the student's cumulative file and another copy is stored in the ENL coordinator's files.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The standard NYCDOE Entitlement letter is sent home (in the parents' preferred language via mailing and a follow up phone call) by the principal within 5 school days of ELL determination and it explains the 3 ELL programs NYC offers. The letter invites them to the mandated parent orientation, conducted by the principal Alicia Pérez-Katz and the ENL teacher Melody Kwan (dual certified in TESOL and Spanish), where they can view the Parent Orientation video, which explains the 3 program options. The video is shown in the preferred language of the parent. After parents are informed of all three program models, we provide the parents with the Parent Survey & Program Selection Form where parents can indicate their program choice. They must complete and sign the form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program. Since we do not have a bilingual program at the school, the student is placed in the the freestanding ENL program, as this is the program our school has. ELLs are placed in the parents' program of choice within 10 calendar school days of enrollment. If a parent's program choice is not currently available, we inform the parent that the selection is not available and proved the parent with the option to keep the student enrolled at the current school in the freestanding ENL program or to transfer the student to a differen school where the parent's selection is currently available. 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 ESL teachers are fluent and can speak to them. We also have staff members who are fluent in Chinese, Portuguese, Arabic, and 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey and Program Selection form is given (in the parents' preferred language) to the parent at the Parent Orientation by the principal and the ENL teacher. We indicate that it must be returned, signed and completed within 5 school calendar days. We follow up with a phone call home. If the parent does not return the form, we give another copy to the student and follow up with an additional phone call. The parent choice is recorded in the ELPC screen. The Parent Survey and Program selection is placed in the student's cumulative file and a copy is stored in the ENL coordinator's files.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent Survey and Program Selection form is given (in the parents' preferred language) to the parent at the Parent Orientation by the principal and the ENL teacher. We indicate that it must be returned, signed and completed within 5 school calendar days. We follow up with a phone call home. If the parent does not return the form, we give another copy to the student and follow up with an additional phone call. The parent choice is recorded in the ELPC screen. If the parent did not return the survey, we will select "Parent did not return the survey" in the ELPC screen on the eighteenth school calendar day after initial enrollment. The Parent Survey and Program selection is placed in the student's cumulative file and a copy is stored in the ENL coordinator's files. If the parent does not return the form, we give another copy to the student and follow up with an additional phone call.

9. Describe how your school ensures that placement parent notification letters are distributed.

NYCDOE Placement Notification Letters are sent home (in the parents' preferred language) by the principal. Letters are sent to the family 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.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original ELL documentation are placed in the student's cumulative file and ATS and copies are placed in the ENL coordinator's files. The pupil accounting secretary and the ENL coordinator are responsible for the maintenance of these records. The administration, guidance counselors, testing coordinators, and the ENL teachers have access to the ELL documentation
11. 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.
We print the RLER report from ATS for a list of NYSESLAT-eligible students. All students who are eligible to take the NYSESLAT, determined by ATS reports, take the NYSESLAT. The ENL teachers, Melody Kwan and Lorian Nardacci administer the NYSESLAT from mid-April to mid-May. During the first weeks, the ENL teachers administer the speaking section. During the last two weeks, the ENL teachers administer the reading, writing and listening sections of the test. students in the Each spring, the ESL teacher administers the NYSESLAT to the ELL students during the ESL scheduled times, and after school, when needed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After receiving the results of the NYSESLAT, NYCDOE Continued Entitlement and Transitional Support Parent Notification Letters are sent home (in the parents' preferred language) by the principal 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.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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, which is freestanding ENL. Initially we had all push-in for ESL this year but the parent requested pull-out as well. We added some pull-out periods and reprogrammed the student and ENL teachers to align with the parent's request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
The program model is block by grade level, heterogeneous. We use the push-in integrated model where the ENL teachers use push-in model in the following classes: Writing Arts, Math, Global History and Global Literature. The ENL teachers use the pull-out model when the ENL student is in study hall.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The ESL program is programmed in STARS and in our school schedule, which is published to the school community. We follow the CR Part 154 Requirements for English as a New Language for grades 9-12. According to the proficiency model, our ELL is in the Intermediate/Transitioning level and he receives 180 total ENL minutes with 90 minutes integrated ENL/ELA or other content area. Based on the ENL teachers' programs and the student program, we are able to program the appropriate number of minutes for the student. The ENL teachers use the push-in model in Writing Arts, Math, Global Studies, and Global Literature. Our class periods are 45 minutes per class.
3. Describe how core content is delivered in each program model. 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.

In the push-in integrated model, content is delivered by the main content teacher in English, and the ENL teachers support the student in individual work, note-taking, and assessing comprehension. Instruction is delivered in English. The ENL teachers coordinate with the content area teachers, 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 subject specific glossaries and books on tape for English class, to support understanding of the texts. The content area teachers print guided notes and post vocabulary charts in each class. The ENL teachers and the content area teachers collaborate and plan during common meeting periods, grade team meetings and via email to provide language acquisition and vocabulary support, as well as curricular alignment and continuity of instruction.

In the pull-out model, instruction is delivered in English. The ENL teachers collaborate with the content area teachers for assignments.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 (tests, quizzes, projects, essays) 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 each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. 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, they receive the mandated testing modifications, 90 minutes of integrated ENL/ELA or other content area and attend academic after school supports.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If a student is believed to be misidentified as an ELL or non-ELL, the ELL Identification process will be administered the second time. It will be completed within 10 school calendar days of receipt of written notice from the student's parent and/or teacher (with parent consent). The principal and the ENL teachers review all documents related to the initial or reentry identification process and student's work in English and the home language. The principal and ENL teacher will administer the NYSITELL to the student only if the NYSITELL was not administered in the original determination. We will consult with the parent/guardian. A school based assessment (in reading, writing, speaking and listening) is administered to the student by the ENL teachers and/or a staff member who is fluent in the student's native language. Based on the recommendation of the ENL teachers, the principal decides whether to change the ELL status or not. Written notification is sent home. If the status is changed to ELL, relevant documents and recommendations are sent to the superintendent for review and final decision. Written notification is

sent home in the parent's preferred language within 10 school days. If the decision is to change to the ELL status, the student's program must be modified accordingly. All notifications and relevant documents are kept in the student's cumulative folder and copies are made for the ENL coordinator's files. Between 6 and 12 month, the principal must review the decision to ensure that the student's academic progress has not been adversely affected by the determination. Our school has an advisory program where students set and monitor their goals and review grades on an online portal. Each week, the advisor meets with the students to discuss academic progress. If there are concerns with a student who is re-identified as ELL or non-ELL, the advisor reaches out to the grade team and administration. As a staff, we meet twice a month in grade teams to discuss progress of students who need extra support, which would include a student who is re-identified as ELL or non-ELL. The content area and ENL teachers will also reach out to the grade team and administration if there are concerns with the student. Students also receive progress reports every quarter and during Parent Engagement time, the advisor and/or academic teachers will reach out to parents. If a student who is re-identified as ELL or non-ELL, we will also review the student's work in English and the home language, in grade teams, and also with administration. Upon review, the school consults with the parent/guardian. The principal also consults with the ENL teacher, the student's content area teachers, the parent/guardian and the student to ensure that the student's academic progress has not been adversely affected.

8. 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?
The ESL teacher and the special education teachers communicate with each other and have meetings to develop common strategies and supports for these students. The student is programmed into the ICT class and the ESL teachers push-in to the class with the special education teacher and the content area teacher. Alternative texts are used in content classes. The student is programmed for Wilson Reading System, which supports reading and language development.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The student is 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



*Note: “other approved services” does not apply to New York City at this time.

Chart

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. It allows ELLs to get extra help. These programs are offered in English. After school support is available in math, ELA, science and history and they meet every week. In after school support, we provide homework help, test review, skill building, project help and preview of upcoming lessons. ELLs can attend help and extracurricular activities everyday.
11. 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 moving up one level or are passing the NYSESLAT into proficiency within a year. The data is used for programming students and testing accommodations. All teachers are given a list of ELLs with their class roster in September.
12. 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
13. What programs/services for ELLs will be discontinued and why?
We currently do not have any services that we will discontinue.
14. 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. They receive a letter for mandated after school help. ELLs are also invited to attend all extracurricular activities, which include clubs and sports, via email or school announcements. ELLs may join any club, sport, or other extracurricular activity they wish.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 online dictionaries. They are also provided with content specific glossaries for each class. We also purchase textbooks in the students native language, if available in science, math, history and literature, or alternative texts to assist them in acquiring the content.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In freestanding ENL, we allow students to read texts, if available in science, math, history and literature, in their native language, so they can acquire the content.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We follow the CR Part 154 Requirements for English as a New Language for grades 9-12. According to the proficiency model, our ELL is in the Intermediate/Transitioning level and he receives 180 total ENL minutes with 90 minutes integrated ENL/ELA or other content area. Based on the ENL teachers' programs and the student program, we are able to program the appropriate number of minutes for the student. The ENL teachers use the push-in model in Writing Arts, Math, Global Studies, and Global Literature. We purchase texts aligned to each class, to support ELLs in every grade. For example, a tenth grader reads Dante's Inferno which we purchase the translated copies, whereas an 11th grader reads The Adventure of Huckleberry Finn.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 teachers join the English department to share strategies on teaching writing and reading.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ESL teachers are provided with opportunities to attend city-wide trainings as offered by the NYCDOE.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The staff meets in grade teams twice a month to discuss curriculum and grade wide skills and concerns. In the beginning of the school year, the ninth grade team discusses how to help students transition into high school. The guidance counselors also meet with the ninth grade team to discuss how to help ELLs transition into high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Teachers meet 100 minutes per week, and therefore reach the required 15% hours of training. Literacy, speaking, reading and writing strategies are integrated across our professional development (as indicated in #1). Agendas are sent out and attendance is taken at our meetings.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Every September, we hold a curriculum night where parents attend to learn about what their children are learning in school, in all subject areas. During this time, they learn about the ESL program and its goals. Parents can also meet with the ESL teachers during Parent Engagement time. Materials can be translated into their native language and interpreters are available.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our parent teacher conferences in the spring 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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. We use the Translation and Interpretation Unit provided by the NYCDOE as well as interpreters from the Big Word.
5. How do you evaluate the needs of the parents?
We evaluate the needs of parents through surveying parents and students.
6. How do your parental involvement activities address the needs of the parents?
Parents have indicated that they are interested in learning about college, therefore we gear our presentations to that topic.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: M411 School Name: Baruch College Campus High School
Superintendent: M. Bradbury

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use the Home Language Identification Survey for new admits; ATS reports and Student Emergency Contact Cards.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese, Spanish, Japanese and Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

High School admissions materials; Parent Teacher Conference correspondence; New York State testing dates; letters from school leadership; annual rules and guidelines and flyers for school events.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher conferences; curriculum night; college information night; financial aide night; at risk guidance conferences and IEP meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation needs are provided by school staff; the Big Word, and written translation services provided by the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation needs are provided by school staff, the Big Word, over-the-phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We hold a meeting educating the staff about the interpretation and translation services available. We also send out emails about these services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use the Annual Parent Survey.