

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q580

School Name:

BACCALAUREATE SCHOOL FOR GLOBAL EDUCATION

Principal:

KELLY JOAN JOHNSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Baccalaureate School for Global Education School Number (DBN): 30Q580
Grades Served: 7-12
School Address: 34-12 36th Ave, Astoria, 11106
Phone Number: 718-361-5275 Fax: 718-361-5395
School Contact Person: Krystal Weiss Email Address: KWeiss8@schools.nyc.gov
Principal: Kelly Johnson
UFT Chapter Leader: Aly Lakhanev
Parents' Association President: Nancy Northrop & Cecilia Cheng
SLT Chairperson: _____
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 30 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Brooklyn, NY 11221
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Dr. Lawrence Prendergast
Director's Office Address: 28-11 Queens Plaza North

LPender@schools.nyc.gov

Director's Email Address:

917-225-2020

Phone Number:

Fax:

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)
Kelly Johnson	*Principal or Designee	
Aly Lakhanev	*UFT Chapter Leader or Designee	
Cecilia Cheng	*PA/PTA President or Designated Co-President	
Vacant Vanessa Rabines	DC 37 Representative (staff), if applicable	
Vacant Rosa Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
A 12 th grade student Jaime Carroll	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
A 12 th grade student Chaimaa Riad	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Eric Bergerson	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jacob Brickman	Member/ Parent	
Michael Mehan	Member/ Teacher	
Diane Nichols	Member/ Teacher	
	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.

The Baccalaureate School for Global Education (BSGE) is an International Baccalaureate (IB), grade 7 -12, IB Diploma Program (DP) public school. The IB Diploma Program is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well being of students. The program has gained recognition and respect from the world's leading universities.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The IB Diploma Program prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically.
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject Groups.
- Develop the skills and a positive attitude toward learning that will prepare them for higher education.
- Study one of two languages offered at the school and increase understanding of cultures, including

their own.

- Make connections across traditional academic disciplines and explore the nature of knowledge through

the program's unique theory of knowledge course.

- Undertake in-depth research into an area of interest through the lens of one or more academic

disciplines in the extended essay.

- Enhance their personal and interpersonal development through creativity, action and service.

At BSGE, grades 7 -10, is considered our Pre-IB Diploma Program and is based on the principles and practices of the IB's Middle Years Program. The Pre-IB Diploma Program exposes students to a core curriculum of eight subjects: English, a foreign language (Spanish or French), humanities, science, math, visual arts, music, technology, physical education and 100 hours of community service. The Pre-IB Program culminates with a final assessment called the Personal Project in which students research a self-chosen topic or problem and present their study to fellow BSGE students. The Personal Project is a yearlong independent endeavor and students are assigned supervisors within the school building who help guide their work.

The DP spans grades 11-12 and affords students the opportunity to study six subject areas in-depth. The courses offered at BSGE are Language A (English), Language B (foreign language – Mandarin, Spanish, or French), History of the Americas, Chemistry or Biology, Mathematical Studies Standard Level or Mathematics Standard Level, and Visual Arts. To qualify as an IB DP candidate, students must also fulfill 150 Community Action and Service hours, complete a research paper (Extended Essay: 2500 – 4000 words), and take a Theory of Knowledge course (philosophy). BSGE has developed its systems and culture in order to create a coherent program, not just a series of advanced classes. We view

student achievement through lens of the whole child, not only on assessment data. At BSGE we celebrate students doing their best, whatever their best is.

The Baccalaureate School for Global Education (BSGE) is a public middle and secondary school dedicated to the achievement of academic excellence and the development, in each student, of a positive self-image, love of learning, respect for others, and reverence for life. We are committed to holistic education, i.e. the nurturing of the intellectual, social, physical, and creative development of each person. Our goal is to foster a spirit of imaginative, independent thinking as we deepen our consciousness of global citizenship and respect for other cultures. We believe that our school community, through our thoughts and actions, can make the world a better place. Our mission is to offer a rigorous curriculum to a diverse student body and maintain that every student at BSGE is an IB Diploma candidate.

BSGE's mission is to offer an elite and internationally accepted credential built around academic rigor, high standards and a holistic approach to learning, to a diverse body of students in a public school setting. When individuals are challenged and provided the supports to meet those challenges everyone develops and succeeds.

Partnerships and Collaborations:

The Baccalaureate School for Global Education (BSGE) is partnered with the International Baccalaureate Organization (IBO). This partnership provides BSGE with a consistent and unified academic focus for all constituents, a rigorous curriculum, teacher training- pedagogical and content, external grading of student assessments and student preparation for post-secondary education. The IBO supports the school educationally.

Our other partnerships support the school by providing opportunities for students to fulfill the Community and Service requirements of the IB Diploma, and by providing extracurricular activities and electives. These partnerships include;

Socrates Sculpture Park —BSGE students engage in various volunteer opportunities at the park, including the annual Halloween Harvest, Summer Solstice, Bike Parade, Kite Flight, full two-day Earth Day service event. Art-making workshops for eleventh and twelfth grade IB Diploma students are provided on site as well. Over the past four years, Socrates Sculpture Park has also partnered with one of the seventh grade Sarah Lawrence Creative Writing classes during the spring semester, combining curriculum based upon Isamu Noguchi's artwork and writing narratives to produce a book and video of student creative work. Additionally, BSGE students intern during the summer at Socrates; BSGE alumni work as paid employees at the park, in charge of volunteers and youth programming.

Sarah Lawrence Graduate Writing Program- Graduate students from Sarah Lawrence College work with seventh grade classes, teaching creative writing classes weekly throughout the year. Curriculum is tailored for seventh graders specifically with the intent of exposing seventh graders to a broad range of authors, writing techniques and different genres. Additionally, an after-school creative writing program for eleventh graders is also conducted throughout the year in two ten-week sessions.

Sunnyside Community Services **Community Services** --- BSGE students engage in several volunteer opportunities with SCS, most notably the annual Thanksgiving Day service --- event; BSGE students prepare and serve lunch meals to over 250 senior citizens at the site during the holiday. Students have also volunteered at SCS' main site and various other satellite programs at P.S. 150, P.S. 199 and I. S. 5, working with elementary school children in after school programs as academic tutors, activity supervisors and mentors. BSGE's Music Department performs two yearly concerts for the elderly members at SCS as well.

The Noguchi Museum --- BSGE students have participated in the "Making Your Mark" after school studio art program, which consists of twelve sessions that involve learning how to look at artwork, creating small bodies of work, and experiencing work with a variety of materials. BSGE students have also interned at the site, focusing upon projects and administrative duties. BSGE students have also been on Noguchi's Teen Advisory Board; participants look at and discuss the art of Isamu Noguchi and other artists, and explore materials and different methods of artwork. Teens working with the Noguchi Museum assist the educational staff with outreach and program development.

Elmhurst Hospital Center's Child Life Program - **Hospital Center's Child Life Program** ---BSGE students work with staff members from Elmhurst Hospital's Child Life Program, BSGE Helping Hands Committee Members facilitate a yearly toy drive for pediatric immunology patients at the site. Many of these patients are infected with HIV and/or AIDS. Through advisories, money is raised to purchase toys and gift cards in a "Secret Santa" format for the children in the program. HHC members collect toys and donations from advisories, which are in turn picked up by Child Life staff. This has been a 13-year annual tradition.

The IB Diploma Program core:

- The extended essay asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.
- Theory of knowledge develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- Creativity, action, service (CAS) involves students in a range of activities alongside their academic studies throughout the Diploma Program. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

The IB Diploma Program curriculum:

IB Diploma Program students must study one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At BSGE, due to a limitation in funding and New York State high school graduation requirements students do not have choices within the 6 groups.

At BSGE:

Group 1: English A- Language and Literature

Group 2: Language B Standard Level (SL)- French, Spanish and Mandarin

Group 3: Individuals and Society- History of the Americas

Group 4: Experimental Sciences - Biology SL and Chemistry SL

Group 5: Mathematics and Computer Sciences- Mathematics SL and Mathematical Studies SL

Group 6: The Arts- Visual Arts SL/HL (Higher Level)

Aims and Assessment Objectives of the IB DP Core and Curriculum:

Extended Essay - The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Program subjects—normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This

leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

Theory of Knowledge (ToK)- TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element, which all Diploma Program students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Program subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.

Language A: Language and Literature - The aims of language A: literature and language A: language and literature at SL and HL are to:

- Introduce students to a range of texts from different periods, styles and genres.
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
- Develop the students’ powers of expression, both in oral and written communication.
- Encourage students to recognize the importance of the contexts in which texts are written and received.
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in, language and literature.
- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.
- Encourage students to think critically about the different interactions between text, audience and purpose.

Language B (French, Spanish & Mandarin)- The aims of Language B are to:

- Develop students’ intercultural understanding.
- Enable students to understand and use the language they have studied in a range of contexts and for a

variety of purposes.

- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
- Develop students’ awareness of the role of language in relation to other areas of knowledge.
- Develop students’ awareness of the relationship between the languages and cultures with which they are

familiar.

- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an

additional language.

Individuals and Society (History of the Americas)- The aims of all subjects in this group are to:

- Encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; the history and development of social and cultural institutions.
- Develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Enable the student to collect, describe and analyze data used in studies of society, to test hypotheses and interpret complex data and source material.
- Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.
- Develop awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity.
- Enable the student to recognize that the content and methodologies of the subjects in Group 3 are contestable and that their study requires the toleration of uncertainty.
- Promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations.
- Encourage an understanding of the present through critical reflection upon the past
- Encourage an understanding of the impact of historical developments at national, regional and international levels.
- Develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

Experimental Sciences (at BSGE- Biology and Chemistry)- Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with each other. While the "scientific method" may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within group 4. It is in this context that all the Diploma Program experimental science courses should aim to:

- Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students.
- Provide a body of knowledge, methods and techniques that characterize science and technology.
- Enable students to apply and use a body of knowledge, methods and techniques that characterize

science and technology.

- Develop an ability to analyze, evaluate and synthesize scientific information.
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- Develop experimental and investigative scientific skills
- Develop and apply the students' information and communication technology skills in the study of science.
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology.
- Develop an appreciation of the possibilities and limitations associated with science and scientists.

- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Mathematics & Computer Science: BSGE Mathematics Studies SL and Mathematics SL -The aims of all mathematics courses in group 5 are to enable students to:

- Enjoy mathematics, and develop an appreciation of the elegance and power of mathematics.
- Develop an understanding of the principles and nature of mathematics.
- Communicate clearly and confidently in a variety of contexts.
- Develop logical, critical and creative thinking, and patience and persistence in problem solving.
- Employ and refine their powers of abstraction and generalization.
- Apply and transfer skills to alternative situations, to other areas of knowledge and to future
- Appreciate how developments in technology and mathematics have influenced each other.
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics.
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives.
- Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

Art: Visual Arts - The aims of the visual arts course at HL and SL are to enable students to:

investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these develop an understanding of visual arts from a local, national and international perspective build confidence in responding visually and creatively to personal and cultural experiences develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement take responsibility for the direction of their learning through the acquisition of effective working practices.

Assessment:

Students take written examinations at the end of the program, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the creativity, action, and service requirement. The highest total that a Diploma Program student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigor and consistency of Diploma Program assessment practice.

Quality assurance and professional development:

Any school, or group of schools, wishing to offer one or more International Baccalaureate programs as an IB World School must first be authorized. The requirements are the same for all schools, and the procedure is designed to ensure

that schools are well prepared to implement the program (s) successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same program standards and practices.

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of high-quality professional development opportunities to help new, experienced and expert school leaders and educators understand, support, and successfully deliver IB programs reflecting IB standards and practices.

Framework for Great Schools:

In the 2014-15 school year students' scores on the Visual Arts HL exams improved. This was an area of focus for the school. The average score this academic year is 4.09 compared to 3.83 the previous year. We also experienced improvement relative the Framework for Great Schools in every area. However the areas of effective leadership, family ties and teacher collaboration are below an 85% so these areas will be a focus for the 2015-16 school year while sustaining our growth in the other elements.

30Q580 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	07,08, 09,10, 11,12	Total Enrollment	479	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	6	# Drama
# Foreign Language	19	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate	97.1%	
% Free Lunch	31.8%	% Reduced Lunch	12.8%	
% Limited English Proficient	N/A	% Students with Disabilities	0.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	2.0%	
% Hispanic or Latino	19.0%	% Asian or Native Hawaiian/Pacific Islander	44.8%	
% White	32.0%	% Multi-Racial	1.6%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.7	# of Assistant Principals (2014-15)	N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	19.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	5.49	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	95.8%	Mathematics Performance at levels 3 & 4	99.0%	
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	100.0 %	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	98.9%	% of 2nd year students who earned 10+ credits	100.0 %	
% of 3rd year students who earned 10+ credits	98.6%	4 Year Graduation Rate	98.4%	
6 Year Graduation Rate	98.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	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	YES	
White	YES	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	YES	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
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	YES	
White	YES	Multi-Racial	YES	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
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	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 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	N/A	
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.

BSGE is partnered with the International Baccalaureate (IB) Organization and offers the IB Diploma school-wide (all students participate). The International Baccalaureate Organization provides a rigorous curriculum, externally scored assessments and an internationally recognized credential to students that successfully complete (determined by a grading matrix) all of the components of the Diploma Program.

In the 2014-15 school year, nine IB Diploma subject tests were administered. The school’s average grade on five of the nine tests was higher than the world-wide average. Last year, in some subjects students received the highest scores our students have ever achieved.

The strengths of BSGE are embedded in the school’s partnership with IB:

- Post-secondary colleges and universities view the IB Diploma Program as rigorous and one that address the whole child therefore weigh students’ end of the semester grades heavier than grades from a comprehensive program. Several colleges and universities:
 - Place students in advance level courses.
 - Give students scholarships based on their grades and course work.
 - Give students who earn the IB DP a full year of college credit.
- Every student at BSGE participates in the IB DP program and takes a minimum of one IB DP externally scored assessment.
- Students graduate from BSGE with a NYS Diploma and possibly the IB Diploma.

Per the Quality Review report executed in January 2014, at BSGE rigorous curricula ensure all students access to intellectually demanding academic tasks, coherently aligned to relevant learning standards, in order to promote career and college readiness for all learners. The areas identified for improvement pertained to Student Engagement-aligning instruction to Student Learning Objectives and Engaging Students In Learning. An area identified for improvement in the Principal’s Performance Observations was the use of formative assessments.

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.

The overall goal for BSGE is to sustain the school’s efforts around the International Baccalaureate Diploma Program by achieving similar or better student outcomes on IB Diploma, as changes in the curriculum and other components are implemented over the next two years.

Current student outcomes on IB DP assessments across the 6 subjects are either above or match the nation wide average. To achieve the annual goal, the focus will be on the school's performance as assessed by the PPO and Quality Review.

- Increase students' engagement in learning and the implementation of student learning objectives

aligned with the IB Diploma Program curriculum and CCLS.

- In 50% of all classes teachers will provide students an opportunity to reflect on the lesson.
 - In 50% of the core classes effective student learning objectives aligned with IB DP assessments and CCLS standards will be implemented.
- Implement effective formative assessment practices and overall assessment practices by establishing a school wide grading policy this year and next year include a set time for timely feedback on minor and major assignments (extended homework assignments and end of the unit assessments).
 - In every academic class, the school-wide grading policy will be implemented.
- Implement effective formative assessment practices in the lesson and providing actionable feedback.
 - In 50% of the classes teachers will provide actionable feedback, aligned with the learning objective, on formative assessments.

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>Focused class visits and observations targeting the alignment of the activities assigned to students with CCLS or IB Diploma criteria in all classes associated with a NYS test, Regents or IB Diploma exam.</p>	<p>Core subject teachers with NYS test, Regents or IB Diploma assessments associated with their class.</p>	<p>Mid September - June 2016</p>	<p>Principal & AP assigned</p>

Targeted PD and coaching. PD focused on Instruction Informed by Assessment	Teachers of core academic classes.	October 2015-June 2016	Principal and IB Diploma Coordinator
PD focused on Approaches to Learning -Self Management techniques (use of actionable feedback)]..	All teachers	October 2015- June 2016	Discipline Team Coordinators (teachers), the school PD committee, and the principal.
Curriculum Night (parent engagement night) will be an initial entry point for communicating with parents around curriculum and all teachers will be required to use their bsge.org email address to communicate with parents.	All teachers	September 2015	Parent Coordinator, IB Diploma Coordinator and Business Manager who will conduct random and frequent checks.

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.										
To achieve the above the school PD committee, principal and Parent Coordinator will facilitate the school meeting the goals. The principal will use frequent, short meetings (Moss and Brookhart, 2009)										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st 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.
A mid-point bench mark will be February 2016. By this time teachers will have participated in PD on formative assessment practices and the development of good rubrics. By February 2016 teachers also would have had time embedded in the PD schedule to work on teacher products associated with Instruction Informed by Assessment, formative assessments. and the development of good rubrics.
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.

Captured in the QR of 2014, “The teachers here point out what you excel in, not what you do wrong.” Another student shared, “They (teachers) have a mindset on helping us to be well-rounded students.” This tells us that students feel supported while being challenged. Student responses captured in the 2014-15 learning survey echoed the same. However, while students feel safe, challenged and supported, at PTA meetings, Parent Teacher Conferences, SLT meetings and to the Guidance Counselor parents have expressed a concern about the amount of work their children are assigned and the impact this has on their health and family life. Accordingly, students aren’t getting sufficient sleep and are reluctant to participate in family activities because they want to complete all of the work that is assigned.

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 priority goal for the school in this area is to increase the level of support given to students by reducing the amount of homework assigned and spreading out the dates of major assessments and tests.

- 50% of the teachers will post the dates of their exams and major assessments on the school-wide calendars located on the first floor. This strategy was the suggestion of a parent on the SLT.
- All academic teachers will use the school-wide grading policy and policy related to the assignment of major assessments like projects and labs.
- 75% of all advisors will conduct academic conferences with their advisees at least once a month per child.

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?
Teachers will receive frequent reminders about using the school assessment calendar to inform their colleagues about the dates of their assessments.	All teachers of academic classes	September 2015 – June 2016	Principal, Parent Coordinator, IB Diploma Coordinator
Use of the school-wide grading policy, the assignment of major projects and the implementation of student academic conferences will be monitored.	All teachers	October 2015 – June 2016	Principal, Grade Team Coordinators (designated teachers)

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.										
The PTA will reimburse the school for the purchase of the calendars, one per grade. Additional allocations of resources this academic year are needed to achieve this.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	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.
A mid-point bench march will be November 2015 when teachers submit Progress Report Grades.
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.

In the 2013-14 Quality Review teacher teams was identified as an area that needed improvement. In this area the evaluator reported:

- There is little evidence of focused evaluation of the quality of teamwork in relation to school wide instructional goals, with some teams having casual conversations around student work and unit plans, with minimal use of team protocols and structures.
- Whole school faculty professional development time being on a Monday for 80 minutes once per month afterschool, structured opportunities for staff to engage in timely discussions of some aspects of their work are limited.

One of the design elements of the school is student focused scheduling of classes to create a culture of togetherness and feeling of family. While this supports creating and sustaining an environment where students feel safe (2013-14 QR) it doesn't lend to having opportunities in the instructional day where teachers of the same grade or subject are not teaching. The recent change in the teacher contract pertaining to how schools are to use 155 minutes of teacher’s non-classroom time has helped the school improve in this area. Time to meet combined with reflections from observations and last year’s PD has illuminated the following priority areas of focus:

- Identify new potential teacher leaders and support their engagement in PD.
- Current teacher leaders need to be encouraged and supported in taking on increased responsibilities related to teacher development.

Follow up on PD themes/actions with evidence and reflections from teachers. In the 2014-15 NYC School Survey teachers expressed that there isn’t any follow up on the implementation of new strategies and ideas to see if it is working.

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.

To sustain the school’s efforts around the International Baccalaureate Diploma Program by sustaining the percentage of students completing all of the components of the IB DP and the percentage of students achieving the IB DP as we continue implementing IB’s curricular changes.

- The PD plan for the year will include elements of instruction specific to both IB and the Department of Education.
- PD plan will include working sessions for teachers to generate, plan and discuss new strategies related to PD.
- 100% of the teachers will have evidence of their work related to this year’s focused PD.

Each teacher team will provide evidence of the teams’ work not related to the areas of focus identified by the respective team.

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?
PD on Instruction Informed by Assessments.	All teachers.	November 2015-June 2016	Principal and IB Diploma Coordinator
PD on IB’s Approaches to Learning: Self-Management)	All teachers	December 2015- June 2016	Principal and Discipline Team Coordinator
Teachers will provide evidence of implementing a self-management strategy that targets student improvement..	All teachers	January 2016-June 2016	Principal and Discipline Team Coordinator
.			.

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.

The 155 minutes of teacher time at the end of the school day will be used to implement the plan

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

	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.

Mid-point benchmarks will be quarterly and consist of a review of the work teacher-teams of completed at the time.

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.

At BSGE the principal is the only administrator. The school community absorbs this sacrifice in order to maintain small class sizes and have the funds to support the International Baccalaureate Diploma Program. In absorbing this sacrifice, teachers and staff take on many tasks associated with school operations.

One of the tangible benefits of this sacrifice is student outcomes on IB Diploma exams. However, one person cannot effectively reach everyone or attend to all areas of need in the school. This was captured in the 2014-15 NYC School Survey Report as teachers indicated they need the principal to spend time with them when they expressed that principal doesn't:

- Know what's going on in their classroom.
- Understand how students learn.
- Participate in instructional planning with teachers.
- Set clear expectations for teachers about implementing what they have learned in professional development.

In the spring of the 2013 academic year we hired a School Business Manager. The goal of this addition to the staff was to free up the principal’s time. The School Business Manager is responsible for assisting the principal by completing administrative reports, handling some of the non-supervisory day-to-day operations and working with our IB Diploma Coordinator on a variety of data entry tasks. The addition to the staff has helped but more is needed of the principal to impact the growth and development of faculty and staff.

The principal will:

- At least twice a month:
 - Share best practices observed during class visits and observations.
 - Share thoughts about common practices, that are based on trends in students’ performance, that have had unintended adverse outcomes.
- At least once a semester will have an open dialogue, not related to their ratings, with every teacher about a success or failure in their class and provide support when needed.

Will support the initiatives of staff and faculty around effective work processes and procedures.

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.

This annual goal addresses school performance.

The principal will:

- At least twice a month:
- Share best practices observed during class visits and observations.
- Share thoughts about common practices, that based on trends in students’ performance, have unintended adverse outcomes.
- At least once a semester will have an open dialogue, not related to their ratings, with every teacher about a success or failure in their class and provide support when needed.
- Will support the initiatives of staff and faculty around effective work processes and procedures.

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?
Set aside time to meet with teachers, individually, at least two times during the year regarding their practice.	All teachers	October 2015-June 2016	Principal
Participate in teacher -team meetings (2 per session)	All subject and grade teams	November 2015-June 2016	Principal
Biweekly printed communication (newsletter) with the faculty and staff as a body in an informal, but systematic way.	Everyone	October 2015-June 2016	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.

To achieve the above the School Business Manager will be delegated more responsibilities. Also, the Borough Field Support Center will be asked for the support of an unassigned Assistant Principal.

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

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.

The mid-point benchmark will be teacher’s willingness to share openly with me and responses on an in-house survey.

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.

The school’s strength in this area is embedded in the school’s partnership with the International Baccalaureate Organization, pre-Diploma and Diploma Program. The Community Service component of the program requires the school to foster relationships with community based organizations to support students around this requirement.

The priority needed in this area relates to partnerships with families. Less than half of the families that responded on the NYC School Survey reported that they think of themselves and teachers as partners in educating their children and feel that the staff works hard to build trusting relationships with them.

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.

We have two goals related to establishing partnerships with families.

- 75% of all teachers will communicate once a week with parents about the work students are doing in their classroom. The communication will be friendly and not relate to their children’s progress.
- At least once a semester, the principal will work with parents and students to bring in quest, organizations or programs they suggest into the school to make presentations they feel may be of interest to students.

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>Teachers will send an email to parents of the students in their class.</p>	<p>Teachers of academic classes</p>	<p>October 2015-June 2016</p>	<p>Principal and assigned AP</p>
<p>At least once a semester, the principal will work with parents and students to bring in quest, organizations or programs they suggest into the school to make presentations they feel may be of interest to students.</p>	<p>All students and families</p>	<p>October 2015-June 2016</p>	<p>Principal</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>Teachers’ OPW time will be used as the time to send an email to families.</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>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>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p>In January the parent community will be surveyed electronically. The survey will be anonymous.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	Consistently performing below standards, evidenced by low performance on formative assessments, and or a failing grade or 65 on summative assessments and progress reports.	Repeated readings, assistance revising work, provided supplemental scaffolding tasks	Small group, one-to-one tutoring with the teacher and or peer tutoring.	After the official school day
Mathematics	Consistently performing below standards, evidenced by low performance on formative assessments, and or a failing grade or 65 on summative assessments and progress reports.	Repeated reading for understanding of the questions or task, additional time to complete assistance revising work, provided supplemental scaffolding tasks.	Small group, one-to-one tutoring with the teacher and or peer tutoring.	After the official school day
Science	Consistently performing below standards, evidenced by low performance on formative assessments, and or a failing grade or 65 on summative assessments and progress reports.	Repeated reading for understanding of the questions or task, assistance revising work, provided supplemental scaffolding tasks.	Small group, one-to-one tutoring with the teacher and or peer tutoring.	After the official school day
Social Studies	Consistently performing below standards, evidenced by low performance on formative assessments, and or	Repeated reading for understanding of the questions or task, assistance revising work, provided	Small group, one-to-one tutoring with the teacher and or peer tutoring.	After the official school day

	a failing grade or 65 on summative assessments and progress reports.	supplemental scaffolding tasks.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Persistent poor performance on assessments, a change in academic performance and or a change in behavior.	Direct intervention by the Guidance Counselor.	Group, one-to-one or family. intervention.	During and or after the official school day.

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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

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.

Parent Involvement Policy (PIP)

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. **[The Baccalaureate School for Global Education]**, 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. **[The Baccalaureate School for Global Education]** 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) Template

[The Baccalaureate School for Global Education] , 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Baccalaureate School Global Ed	DBN: 30Q580
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>1</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> 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 checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ Currently there is one ELL student at the school. The needs of this student are best served by addressing the student's academic needs with direct and indirect instruction provided by a Certified Special Education teacher. Should our population increase we will support the needs of the students and families using the resources available to the school.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ Currently there is one ELL student at the school. The needs of this student are best served by addressing the student's academic needs with direct and indirect instruction provided by a Certified Special Education teacher. Both the Special Education teacher and general education teachers participate in professional development targeting instruction informed by assessments, Approaches to Learning and Universal Design for Learning.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ Currently there is one ELL student at the school. The needs of this student are best served by addressing the student's academic needs with direct and indirect instruction provided by a Certified Special Education teacher. Should our population increase we will support the needs of the students and families using the resources available to the school.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	<u>TBD</u>	<u>TBD</u>
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	<u>TBD</u>	<u>TBD</u>
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	<u>TBD</u>	<u>TBD</u>
Educational Software (Object Code 199)	<u>TBD</u>	<u>TBD</u>
Travel	<u>TBD</u>	<u>TBD</u>
Other	<u>TBD</u>	<u>TBD</u>
TOTAL	<u>TBD</u>	<u>TBD</u>

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 30	Borough Queens	School Number 580
School Name The Baccalaureate School for Global Educ		

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 Kelly J. Johnson	Assistant Principal NONE
Coach NONE	Coach NONE
ENL (English as a New Language)/Bilingual Teacher	School Counselor Tim David-Lang
Teacher/Subject Area Not Applicable	Parent Not Applicable
Teacher/Subject Area Not Applicable	Parent Coordinator Not Applicable
Related-Service Provider Not Applicable	Borough Field Support Center Staff Member Not Applicable
Superintendent Not Applicable	Other (Name and Title) Julia Noboa, Sup. School Aide

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	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not 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)	487	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 checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <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 type="checkbox"/>	No <input checked="" 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	0	0	0	0	0	0
Dual Language								0	0	0	0	0	0	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)	0	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: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali								0	0	1	0	0	0	0
SELECT ONE 0								0	0	0	0	0	0	0
SELECT ONE								0	0	0	0	0	0	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE															0	0	0	0	0	0
SELECT ONE															0	0	0	0	0	0
SELECT ONE															0	0	0	0	0	0
TOTAL	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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 0

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	0	0	0	0	0	0
Chinese								0	0	0	0	0	0	0
Russian								0	0	0	0	0	0	0
Bengali								0	0	1	0	0	0	0
Urdu								0	0	0	0	0	0	0
Arabic								0	0	0	0	0	0	0
Haitian								0	0	0	0	0	0	0
French								0	0	0	0	0	0	0
Korean								0	0	0	0	0	0	0
Punjabi								0	0	0	0	0	0	0
Polish								0	0	0	0	0	0	0
Albanian								0	0	0	0	0	0	0
Other								0	0	0	0	0	0	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	1	0	0	0	0
Emerging (Low Intermediate)								0	0	0	0	0	0	0
Transitioning (High Intermediate)								0	0	0	0	0	0	0
Expanding (Advanced)								0	0	0	0	0	0	0
Commanding (Proficient)								0	0	0	0	0	0	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								0	0	0	0	0	0	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								0	0	0	0	0	0	0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
NOT APPLICABLE
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
NOT APPLICABLE
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
NOT APPLICABLE
- 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?**NOT APPLICABLE**
- 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](#).]
NOT APPLICABLE
- How do you make sure that a student's new language development is considered in instructional decisions?
NOT APPLICABLE
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?**NOT APPLICABLE**

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
NOT APPLICABLE

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- 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.
PARENTS COMPLETE THE HOME LANGUAGE SURVEY UPON REGISTERING THEIR CHILD. THE SUPERVISOR OF SCHOOL AIDES, MS. NOBOA, OR THE GUIDANCE COUNSELOR, MR. TIM DAVID-LANG, ASSISTS PARENTS. WHEN NECESSARY, THE NYSITELL IS ADMINISTERED BY EITHER THE GUIDANCE COUNSELOR OR THE PRINCIPAL.

THE WRITING COMPONENT OF OUR ADMISSIONS TEST PROVIDES AN EARLY ASSESSMENT OF STUDENTS' LANGUAGE ACQUISITION. THIS INFORMATION IS SHARED WITH THE TEACHER-GRADE TEAMS.
- 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).
SIFE questionnaire
- 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).
PARENTS COMPLETE THE HOME LANGUAGE SURVEY UPON REGISTERING THEIR CHILD. THE SUPERVISOR OF SCHOOL AIDES, MS. JULIA NOBOA, OR THE GUIDANCE COUNSELOR, MR. TIM DAVID-LANG, ASSISTS PARENTS. WHEN NECESSARY, THE NYSITELL IS ADMINISTERED BY EITHER THE GUIDANCE COUNSELOR OR THE PRINCIPAL, MS. KELLY J. JOHNSON.

THE WRITING COMPONENT OF OUR ADMISSIONS TEST PROVIDES AN EARLY ASSESSMENT OF STUDENTS' LANGUAGE ACQUISITION. THIS INFORMATION IS SHARED WITH THE TEACHER-GRADE TEAMS.
- 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 SCHOOL'S GUIDANCE COUNSELOR MR. DAVID-LANG INFORMS THE SUPERVISING SCHOOL AIDE MS. NOBOA OF THE STUDENT'S ENTITLEMENT OR NON-ENTITLEMENT STATUS AFTER ADMINISTERING THE NYSITELL EXAMINATION. THE SUPERVISING SCHOOL AIDE MS. NOBOA THEN SHARES THE INFORMATION WITH THE STUDENT'S PARENTS/GUARDIANS MAILING THE APPROPRIATE LETTER HOME.
- 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).
THE GUIDANCE COUNSELOR MR. DAVID-LANG MEETS WITH THE FAMILIES AT THE BEGINNING OF THE SCHOOL YEAR TO INFORM THE PARENTS/GUARDIANS OF THEIR CHILD'S ENGLISH AS A NEW LANGUAGE STATUS AND PROVIDE THE INFORMATION FOR THE APPEALS PROCESS.
- 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.
DURING THE FIRST TWO-THREE WEEKS OF SCHOOL THE GUIDANCE COUNSELOR MR. DAVID-LANG CONNECTS WITH THE STUDENT'S PARENTS TO EXPLAIN THE PROGRAM CHOICES AND WHAT IS AVAILABLE AT THE SCHOOL.
- 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 GUIDANCE COUNSELOR MR. DAVID-LANG WORKS WITH CLERICAL STAFF TO DISTRIBUTE AND MONITOR THE RETURN OF ENTITLEMENT LETTERS, PARENT SURVEY AND SELECTION FORMS.
- Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
ALL FORMS ARE SUBMITTED TO THE GUIDANCE COUNSELOR MR. DAVID-LANG ON A REGULAR BASIS. MONITORING ALL FORMS ARE RETURNED. THE GUIDANCE COUNSELOR MR. DAVID-LANG INFORMS THE FAMILIES OF ANY STUDENT WITHOUT THE FORMS AND FOLLOWS UP ON SUBMISSION.
- Describe how your school ensures that placement parent notification letters are distributed.

THE SUPERVISING SCHOOL AIDE MS. NOBOA IS RESPONSIBLE FOR MAILING PARENT NOTIFICATION LETTERS OUT. THE GUIDANCE COUNSELOR MR. DAVID-LANG PROVIDES THE SUPERVISING SCHOOL AIDE MS. NOBOA WITH THE NAMES OF THE STUDENTS AND FAMILIES.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ALL DOCUMENTS ARE PLACED IN THE STUDENT'S CUMULATIVE FILE BY THE GUIDANCE COUNSELOR MR. DAVID-LANG.
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.
THE NYSELAT IS ADMINISTERED BY EITHER AN ENL TEACHER, MR. POTTER OR THE GUIDANCE COUNSELOR MR. DAVID-LANG DURING NON-CORE COURSE INSTRUCTIONAL PERIODS. PRIOR TO THE ADMINISTRATION OF THE EXAMINATION, PARENTS ARE NOTIFIED IN WRITING OR BY A TELEPHONE CALL FROM SCHOOL PERSONNEL.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
ALL LETTERS ARE DISTRIBUTED BY THE GUIDANCE COUNSELOR MR. DAVID-LANG OR SUPERVISING SCHOOL AIDE MS. NOBOA.
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).
THIS INFORMATION IS NOT CURRENTLY AVAILABLE. AS THE POPULATION OF ELLS INCREASES WE WILL HAVE THE INFORMATION AND USE THAT TO INFORM DECISIONS FOR THE SCHOOL.

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.
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
 - b. TBE program. *If applicable.*
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME
 - c. DL program. *If applicable.*
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME
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 SCHOOL PROGRAMMER AND GUIDANCE COUNSELOR WORK TO SCHEDULE STUDENTS ACCORDING TO INSTRUCTIONAL MANDATES.
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.
CURRENTLY THE SCHOOL HAS ONE STUDENT WITH LANGUAGE ACQUISITION NEEDS PERTAINING TO COGNITIVE DEVELOPMENT OF LANGUAGE.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
CURRENT ENL STUDENT'S HOME LANGUAGE IS ENGLISH THEREFORE NOT APPLICABLE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ALL STUDENTS ARE PLACED IN GENERAL EDUCATION PROGRAM THAT IS CONDUCTED IN ENGLISH. STUDENTS ARE EVALUATED ACCORDING TO THE CRITERIA OF CLASS.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer

Chart

Developing

d. Long Term

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

THIS INFORMATION IS NOT AVAILABLE AT THIS TIME

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.

IN CLASS FORMATIVE ASSESSMENT ACROSS THE FOUR MODALITIES ARE USED TO DETERMINE WHETHER THE RECOMMENDATION HAS ADVERSELY AFFECTED THE STUDENT.

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?

IN CLASS GROUP DISCUSSION WITH SCAFFOLDING ACTIVITIES ARE USED TO PROVIDE ACCESS TO ACADEMIC CONTENT AREAS AND ACCELERATE ENGLISH 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?

ELL-SWD ARE IN GENERAL EDUCATION CLASS. INSTRUCTION IS MODIFIED TO MEET ACADEMIC NEEDS.

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.)	
Chart 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.

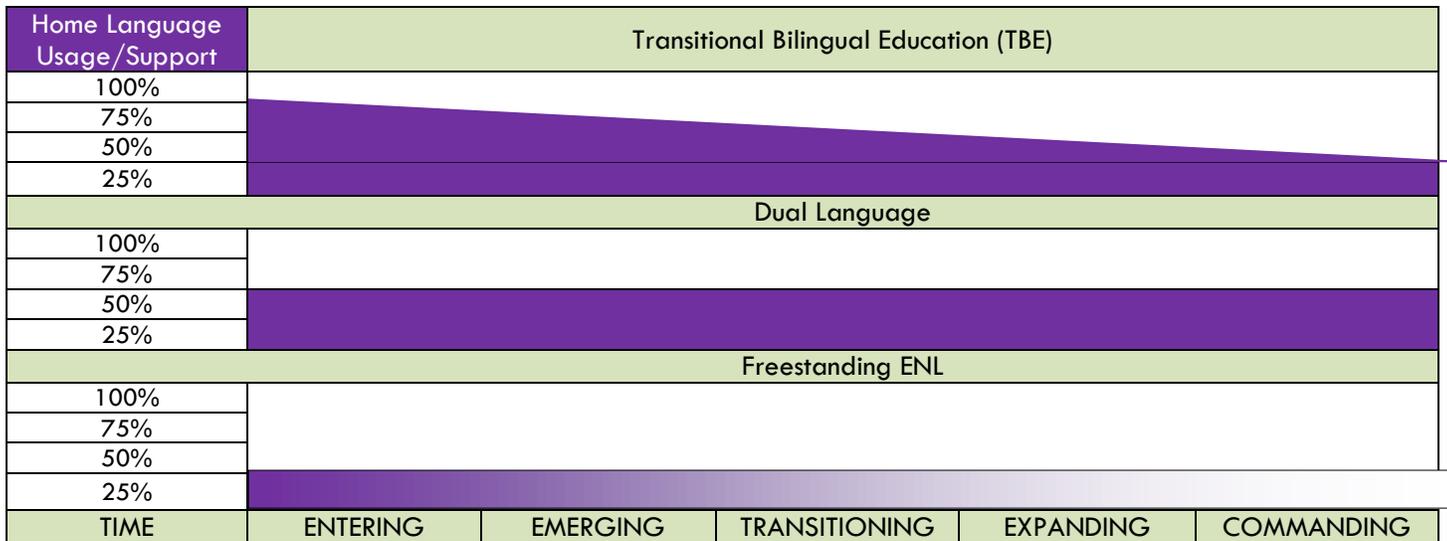


*Note: “other approved services” does not apply to New York City at this time.

Chart 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.



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.
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
CURRENTLY WE DO NOT HAVE STUDENTS IN AN ENL PROGRAM.
12. What new programs or improvements will be considered for the upcoming school year?
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
13. What programs/services for ELLs will be discontinued and why?
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
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.
EACHER GENERATED INSTRUCTIONAL TOOLS TARGETING THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM ASSESSMENT THAT ARE TAKEN IN THE 11 TH AND 12 TH GRADES. THE ASSESSMENTS INCLUDE ORAL AND WRITTEN TASKS THAT ARE INTERNALLY AND EXTERNALLY SCORED.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
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).
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
19. What language electives are offered to ELLs?
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
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)?**THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.**

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.)
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
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?
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
A STUDENT WITH DISABILITIES TEACHER AND PROFESSIONAL DEVELOPMENT FOR STAFF.
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.
WHEREVER APPROPRIATE THE SERVICES OF THE BFSC ARE ENLISTED TO MEET THE PROFESSIONAL DEVELOPMENT REQUIREMENTS OF CR PART 154.

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?
THE GUIDANCE COUNSELOR MR. DAVID-LANG MEETS WITH THE PARENTS/GUARDIANS AT THE BEGINNING OF THE SCHOOL YEAR TO DISCUSS THE PROGRAM, ITS GOALS AND STUDENT LANGUAGE DEVELOPMENT NEEDS.
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.
THE GUIDANCE COUNSELOR MR. DAVID-LANG MAINTAINS FILES OF PARENTAL MEETINGS, CONTACT WITH PARENTS ON AN INDIVIDUAL BASIS.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
5. How do you evaluate the needs of the parents?
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.
6. How do your parental involvement activities address the needs of the parents?
THIS INFORMATION IS NOT AVAILABLE AT THIS TIME.

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.

NONE

School Name: BACCALAUREATE SCHOOL GL ED

School DBN: 30Q580

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)
KELLY J. JOHNSON	Principal		10/29/15
MARIA MAMO VACECELA	Assistant Principal		10/29/15
MARGARET PASACH	Parent Coordinator		10/29/15
CHRIS POTTER	ENL/Bilingual Teacher		10/29/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
TIM DAVID-LANG	School Counselor		10/29/15
KAREN WATTS	Superintendent		
	Borough Field Support Center Staff Member _____		
JULIA NOBOA	Other <u>SUP. SCHOOL AIDE</u>		10/29/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 3 **School Name: BSGE**
Superintendent: K. Watts

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.

Families' language preference is obtained from the Home Language Survey families complete upon enrolling their child. The responses are entered into a student data system, Automate the Schools (ATS), the language preference report is generated and that information is used to determine the school's target languages for parent written communication. That information will also inform the school about the translation our needs for Parent Teacher Conferences.

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.

All parents have indicated English as the preferred language for oral and written communication.

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.)

The Parent-Teacher Conference Announcement with having a 'Successful Meeting Tips' in November, and the International Baccalaureate Diploma Guide.

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.

Curriculum Night - September 29, 2015
International Baccalaureate Information Night
College Application Process and Financial Aid Nights - Mid-Fall semester 2015 - the college advisor conducts additional meetings for parents by appointment.
Community and Service nights- mid Fall 2015 & Spring 2016 semester - the college advisor conducts additional meetings for parents by appointment.
Fall Parent Teacher Conferences - 11/19/15 evening 5 - 8 pm, 11/20/15 afternoon - 12:00 pm - 2:30 pm
Spring Parent Teacher Conferences - 4/7/16 evening 5:00 - 8:00 pm, 4/8/16 afternoon - 12:00 p, - 2:30 pm
Spring Family Night 5/17/16 5:00 - 8:00 pm
The guidance counselor conducts informal telephone and face to face conferences with parents/guardians that support the whole child social - emotional development on an ongoing basis.

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.

When feasible we will use the services of the Department of Education's Translation Unit to translate written material. When not feasible or timely, we will use our faculty and staff to translate written material. To help ensure the timely distribution of critical information to our families that need translated documents we have begun submitting key notices to the Translation Unit well in advance of the projected date of distribution.

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.

When time permits services for the DOE's Translation and Interpretation Unit will be scheduled. When time does not permit, faculty and staff will interpret for families. We will also utilize per diem personnel who are familiar with the school or parent volunteers for meetings of non-disciplinary matters.

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.)

During staff meetings and emails the teachers will be informed of the availability and use of translation services and over the phone interpretation 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

The Parent Coordinator is the designated staff member responsible for fulfilling this requirement. Using the data obtained from parent surveys about preferred languages she ensures that the Parents' Bill of Rights is available in the languages needed. This year we will mail the Parents' Bill of Rights to parents whose preferred language is other than English. Currently a link to the Parents' Bill of Rights, in English, is on the school website.

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)

Written parent notices specifically written for the parent's preferred language. parent notices close to Parent Teacher Conference to identify a need for translation or interpretation prior to conferences.