



**BAYSIDE HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**FINAL**  
**1.12.11**

**SCHOOL: (26Q495)**  
**ADDRESS: 32-24 CORPORAL KENNEDY STREET, BAYSIDE 11361**  
**TELEPHONE: 718-229-7600 FAX: 718-423-9566**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 26Q495      **SCHOOL NAME:** Bayside High School

**SCHOOL ADDRESS:** 32-24 Corporal Kennedy Street, Bayside, NY 11361

**SCHOOL TELEPHONE:** 718-229-7600      **FAX:** 718-423-9566

**SCHOOL CONTACT PERSON:** Michael Athy      **EMAIL ADDRESS:** Mathy@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Shana Tessenholtz

**PRINCIPAL:** Michael Athy

**UFT CHAPTER LEADER:** Tony LaVecchio

**PARENTS' ASSOCIATION PRESIDENT:** David Solano

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Olivia Karow

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 26      **CHILDREN FIRST NETWORK (CFN):** 201

**NETWORK LEADER:** Gerard Beirne

**SUPERINTENDENT:** Juan Mendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Michael Athy	*Principal or Designee	Michael Athy
Tony LaVecchio	*UFT Chapter Chairperson or Designee	Tony LaVecchio
David Solano	*PA/PTA President or Designated Co-President	David Solano
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Stanley Kang	Student Representative	Stanley Kang
Olivia Karow	Student Representative	Olivia Karow
Joseph Capuana	Member/CSA	Joseph Capuana
Shana Tessenholtz	Member/CSA	Shana Tessenholtz
Michelle Barretta	Member/UFT	Michelle Barretta
Tara Browne	Member/UFT	Tara Browne
Linda Amsiani	Member/Parent	Linda Amsiani
Yvonne Lewis	Member/Parent	Yvonne Lewis
Debbie Strassberg	Member/Parent	Debbie Strassberg

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Bayside High School is a "zoned" academic, comprehensive high school located in a community which maintains a proprietary interest in the school's affairs, and perceives the school as a significant factor in its own socioeconomic health. An active parent community involves itself and supports the school's instructional and extra-curricular programs. Among the programs which draw students from across the borough, the Academy of Music, offering a four-year concentration in instrumental and vocal music studies is considered one of the finest in the City. The Art Institute's four-year program in fine and commercial art and the research-centered SMART (Science, Math and Research Talent) program serve students who attend the school by choice.

The student body represents a rich mixture of cultures, with nearly 47.4% of Asian (Korean, Chinese & Indo Bengali) background who account for the largest proportion of the school's nearly 8.3% Limited English Proficient (LEP) population. Approximately 9.2% of students are special education and are maintained in the least restrictive environment possible, integrating them into the social mainstream of the school.

The school is committed to high expectations for academic achievement, high self-esteem and the development of an ethical system of values as critical elements necessary to foster learning and enable young people to progress into responsible participation in the world community. It is expected that every Bayside graduate will attend college. With faith in their intellectual and social potential, the school maintains a rich tradition of educational excellence. Rich and challenging programs, caring teachers and support staff, and a varied extra-curricular program assure that the Bayside High School student is graduated as a well-rounded, informed and responsible adult.

Bayside High School offers a full range of courses in every subject area, including Regents-level and Advanced Placement in virtually every subject in which it is available, and appropriate remediation as indicated for all students. Course offerings include "selective" options in English and Physical Education and electives in Social Studies, Mathematics (including computer programming and applications), Music, Art, and Technology. Magnet programs in Music, Art and Science and Math Research offer four-year concentration programs in those areas which must be completed by those who apply to and are admitted to them. Students are placed in the highest level of study in any subject area in which they are capable, and encouraged to complete Advanced Placement and College Now and other college-accredited electives. Students with IEP's follow individualized academic programs. Those graduating with IEP diplomas are afforded the opportunity to enroll in 5<sup>th</sup> year programs located in varied Queens high schools. English Language Learners receive instruction in Native Language Arts and bi-lingual instruction in specific academic subjects. The goal of the program at Bayside High School is to ensure that English Language Learners become proficient in English as quickly as possible thus allowing them to benefit from the resources at the school. A rich program of co-curricular and extra-curricular activities supports and augments the regular instructional program under the supervision of faculty advisors. Tutoring by teachers is offered in every major subject.

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**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5									
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8				<b>Students in Temporary Housing: Total Number</b>					
Grade 9									
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				<b>Recent Immigrants: Total Number</b>					
Ungraded									
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								

DEMOGRAPHICS							
Female							

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>			<b>Elementary/Middle Level</b>			<b>Secondary Level</b>	
			ELA	Math	Science	ELA	Math
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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**These needs are cited from the above-referenced sources:**

### **1. Need to Use Data to Inform Differentiated Instruction, Assessment & Interventions:**

- (a) Track students' performance from year-to-year & at each grade level
  - (i) NYCDOE Progress Reports cite:
    - (1) Students earning 10 credits in each year are 86.9% (9th); 83%(10th) & 82.8% (11th) for an overall average of 84.23%
    - (2) Students in lowest third earning 10 credits per year averages 68.9%; about 15.3% below school average
  - (b) Standardize the recording of formative assessments
  - (c) Disseminate data to staff in a timely manner
  - (d) Use data in planning & assessment- particularly for underachieving students
    - (i) NYS 2008-9 cites graduation rate gaps: All students: 76%; Asian students: 83%; White students: 78%; Hispanic students: 73%; Black students: 59%.; SWD 48%; LEP 63%; ED 81%
    - (ii) NYCDOE Progress Report 2008-9 cites:
      - (1) 4 year grad rate up to 80.3% (2) 6 year grad rate is 82.6%
- (e) Ensure that teachers will access data and use assessments & pupil personnel services
- (f) Continue to promote the use of Daedalus and Echalk by teachers

### **2. Need to Design & Implement Attendance Practices & Interventions:**

- (a) Use differentiated approaches to attract truant subgroups to attend
- (b) Develop strategies to raise the attendance rate of all students
- (c) Daily attendance is at 92.9.1% for 2009-10 but per class attendance is concerning.

### **3. Need to Improve Safety & Learning Environment:**

- (a) Continue to use deans and safety officers effectively throughout the building
- (b) Continue to improve classroom & corridor ambience
- (c) Examine ways to reduce teacher movement to establish bases for teachers
- (d) Make sure student activities are aligned with school goals
- (e) Pro-actively market the school within the community

### **4. Need for Professional & Collegial Development:**

- (a) Encourage uniform grading within departments
- (b) Further develop strategies to share best practices, including using technology
- (c) Ensure APs maintain consistency on instruction & management (incl. behavior standards)
- (d) Encourage use of electronic grade book

### **5. Need to Improve Curriculum & Instruction**

- (a) Ensure differentiated instruction is employed rather than content-driven lecture
- (b) Use strategies to enhance active student engagement
- (c) Evaluate effectiveness of programs for special needs students

**6. Need for Diffusion of Unified Goals, Vision & Management:**

- (a) Ensure that the vision for school improvement actions are shared to create an agreed sense of purpose
- (b) Conspicuously set SMART goals for each department & involved faculty member
- (c) Produce content-area action plans
- (d) Complete accreditation of CTE programs and elective courses
- (e) Complete transition of Guidance department to be unified under “Whole Child Guidance”
- (f) Grade advisors to track student involvement in activities

Performance Trends

- Use of periodic assessments in Math and ELA to drive instruction.
- Movement of positive student participation on Regents’ exams.
- Regents’ review classes/tutoring sessions for state exams.
- Tutoring better prepares students for exams and success in their classes.
- More students are completing labs.

Greatest Accomplishments

- Teachers gather and analyze a comprehensive range of data, which includes but is not limited to periodic assessments, Regents’ exams and diagnostic assessments.
- School leaders have aligned professional development to the needs of the teachers and to the Professional Teaching Standards.
- Student Services are aligned to meet the needs of the students.
- The Principal has made strategic decisions regarding staffing, scheduling and the use of resources to support students achievement.
- The school has and continues to create partnerships with a wide range of outside organizations to support the academic and personal growth of the students.
- Our graduates have received numerous scholarships and gained entry into many prestigious colleges.
- The school has fostered a print rich environment.
- Teachers make a great effort to contact and discuss student’s progress with parents.
- The school has added a number of Advanced Placement classes as well as the College Advantage Program through St. John’s University and Dowling College
- The school provides a safe and secure environment where meaningful learning can take place.
- The school has improved the daily attendance rate.
- Bar Coding implemented across disciplines for all book distribution and retrieval.
- Successful extended day program and after school tutoring sessions.

Aids

- Consistent professional development provided to staff.
- Greater parental involvement.
- The use of technology to communicate with parents and gather data – Daedalus, ARIS, E-chalk.
- Shortened day making it easier for students to be involved in extra curricular activities.
- Whole Child Guidance model with the addition of new Guidance Counselors to the building.
- Increase the use of technology in the classroom – SMART Boards, LCD Projectors.
- A dedicated and professional staff.
- Differentiation of instruction across content areas.

Barriers

- Budget cuts – creates larger classes.
- Over capacity use of school
- Further use of Smart boards is hindered by lack of computers & need for PD
- Disparity between language acquisition of immigrant students and state mandated exams and time frame.
- Lack of support from divergent Department of Education offices.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**Goal1: By June 2011, the four year graduation rate at Bayside High School will increase by 1% through empowering staff to be accountable for the achievement of their students.**

- A. Align staff-moderated/coached student activities toward improving students' academic performance measured by informal/formal observations by APs and teacher observation reports at end of each marking period
- B. Standardize the recording of formative assessments & disseminate data to staff in a timely manner including year-to-year and grade level performance data. Progress measured by ongoing informal/formal feedback by teachers throughout each term.
- C. Train & Coach staff to use data in planning & assessment-particularly for underachieving students as measured by scholarship reports at end of each marking period.
- D. Encourage teachers to access data & to use pupil personnel services as measured by informal/formal feedback by guidance staff and teachers throughout each term.
- E. Streamline & increase staff participation & transparency in programming. Progress measured by ongoing informal/formal feedback by teachers and staff at end of each term.

**Goal 2: By June 2011, Bayside High School will increase the outreach to parents and community by 5%.**

- A. Through the use of Daedalus, ARIS, E-Chalk, guidance counselors, teachers and the parent coordinator we will be able to reduce time, technological and linguistic barriers to parent participation as measured by ongoing informal/formal feedback from parents throughout the term.
- B. Provide parents with immediately accessible data concerning their students' progress, as measured by ongoing informal/formal feedback from parents throughout each term.
- C. Create multiple options and opportunities for parents to communicate with staff concerning their students' progress and to participate in their students' success as measured at end of each marking period, and ongoing informal/formal feedback from parents and staff throughout the year.
- D. Pro-actively market the school within the community as measured by informal/formal feedback from staff, parents, students and local community members throughout the year.

**Goal 3: By June 2011, accelerate work on key initiatives to improve credit accumulation for the 2010-2011 school year by 2%.**

- A. LRE: Evaluate effectiveness of programs for special needs students; particularly CTT classes. Progress measured by scholarship reports at end of each marking period, ongoing informal/formal feedback by students and teachers.
- B. College bound: Increase the number of students accepted to colleges; sitting for the SAT/ACT; participating in Naviance/CollegeBoard online college/ career explorations; enrolled in College Now classes as measured and end of each term.
- C. On-time Graduation: Using Individualized Graduation Planning, target graduation cohort 2011 & prior and off-track graduation cohort 2010 students to catch up & graduate within 2011.
- D. Inquiry team focus on implementing a school wide grading policy.
- E. Complete program and course curriculum writing for conversion to CTE programs by June of 2011.

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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Teachers

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>● <b>By June 2011, the four year graduation rate at Bayside High School will increase by 1% through empowering staff to be accountable for the achievement of their students.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>a. Align staff-moderated/coached student activities toward improving students’ academic performance.</li> <li>b. Standardize the recording of formative assessments &amp; disseminate data to staff in a timely manner; including year-to-year and grade level performance data.</li> <li>c. Train &amp; coach staff to use data in planning and assessment –particularly for underachieving students.</li> <li>d. Encourage teachers to access data &amp; to use pupil personnel services.</li> <li>e. Streamline &amp; increase staff participation &amp; transparency in programming.</li> <li>f. Students in grades 9 - 12</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Principals/Assistant Principals  Teachers  Support Staff- (Paraprofessionals/School Aides)  Principal  Budget dollars used for Daedalus software and E-chalk  Ongoing professional development for teachers and guidance counselors  ICI led in-house training for all staff on reading IEP's  Title I money used</p> <ul style="list-style-type: none"> <li>a) To maintain or expand the use of effective academic intervention</li> <li>b) To maintain/expand classroom positions to improve student achievement</li> <li>c) To improve/maintain teacher quality for effectiveness</li> </ul> <p>Budget dollars used for extended day classes and after school tutoring will come from funds under conceptual consolidation categories.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Presentation of the status of all students in caseloads by Guidance Counselors each marking period will identify students' progress. Conferences among the teachers of all students not progressing properly will be convened by the counselor to design interventions, change programs, or add supports as needed. Conferences with the students and their families will also be scheduled. Numbers of students met with, parents engaged, teachers participating and results of student attendance at designed interventions.</p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• <b>By June 2011, Bayside High School will increase the outreach to parents and community by 5%.</b></li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>a. Reduce time, technology, and linguistic barriers to parent participation by providing additional support, training and assistance to parents during PTA meetings, Open School and throughout term</li> <li>b. Further implementation of translation services for non-English speaking parents</li> <li>c. Provide parents with immediate accessible data concerning their students' progress.</li> <li>d. Create multiple options and opportunities for parents to communicate with staff concerning their students' progress and to participate in their students' success.</li> <li>e. Pro-actively market the school within the community by implementing greater publicity with local newspapers and using website.</li> <li>f. September 2010 – ongoing: ARIS, Echalk, January 2010 – ongoing: Daedalus</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy  Parent Coordinator/Parents  Principal/Assistant Principal  PTA Executive Board  Teachers  Budget dollars used for extended day classes and after school tutoring will come from funds under conceptual consolidation categories</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Increase in parent attendance as indicated on sign in sheets at PTA meetings</li> <li>- Increase in the number of parents and teachers who are dues paying members of the PTA</li> <li>- Increase in number of parents/guardians attending school events</li> <li>- Increase in parent satisfaction indicated on parent survey and informal/formal feedback</li> <li>- Increase bilingual parents at the parent/teacher conferences</li> <li>- Evidence of increased parent attendance at PA meetings and Parent Teacher conferences.</li> <li>- Informal/formal feedback from parents throughout the year.</li> <li>- Scholarship reports.</li> <li>- Guidance counselor contact logs</li> <li>- Parent coordinator contact log</li> <li>- Teacher/Daedalus contact log</li> <li>- Upcoming parent workshops</li> <li>- A 5% increase in parent and community communication and involvement.</li> </ul>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• <b>By June 2011, improve the learning environment to support student achievement and equity by 2% as measured by the annual school survey.</b></li> </ul>

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>a. Use differentiated approaches to improve attendance</li> <li>b. Use deans and safety officers effectively throughout the building.</li> <li>c. Improve classroom and corridor ambience.</li> <li>d. Pro-actively solicit parent, student &amp; staff comments &amp; suggestions re: operations and environment.</li> <li>e. Initiate operational changes to reduce clerical aspects of teachers' and administrators' positions.</li> <li>f. Initiate research of alternative funding sources to ensure continuity of services.</li> <li>g. Students, parents and teachers.</li> <li>h. Teachers, deans, School Safety Agents</li> <li>i. September 2010 - ongoing</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy  Grants  Principal, Assistant Principals  Guidance Counselors  Teachers/Support Staff  Deans  Parents  Students/Student Organization  School Safety Agents  Custodial Engineers  Budget dollars used for extended day classes and after school tutoring will come from funds under conceptual consolidation categories</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Improved attendance</li> <li>- Logs at parent/guidance intervention conferences</li> <li>- Awards and recognition programs</li> <li>- Scholarship reports</li> <li>- Decrease in number of school suspensions, cutting and students in the hallways</li> <li>- Improved cleanliness</li> <li>- Wider use of resources, such as recycling receptacles</li> <li>- Decrease in the complaints regarding student bathrooms</li> <li>- Annual School Survey</li> <li>- Informal feedback from parents and students</li> <li>- SLT walk through</li> <li>- Observations by Assistant Principal's of print rich classrooms</li> <li>- a 2% increase in the learning environment as measured by the result of the annual school survey</li> </ul>

Subject/Area where relevant:

**Student Achievement**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>• <b>Accelerate work on key initiatives to improve credit accumulation for the 2010-2011 school year by 2%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>a. LRE: Evaluate effectiveness of programs for students with disabilities; particularly CTT classes and support for teachers by providing ongoing professional development training.</li> <li>b. College-bound: Increase the number of students accepted in colleges; sitting for the SAT/ACT; participating in Naviance/College Board online college/career explorations; enrolled in College Now classes and attending College/Career activities.</li> <li>c. On-time graduation: using individualized Graduation Planning, target graduation cohort 2011 &amp; prior off-track graduation cohort 2010 students to catch-up &amp; graduate within 2011.</li> <li>d. Students in grades 9-12</li> <li>e. Assistant Principals, Teachers and Guidance Counselors</li> <li>f. August 2010 – August 2011: review of summer school grades and regents scores</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Principal Assistant Principals Teachers Tax Levy IDEA ERSSA Guidance Counselors College Advisors Parents Students Grants Budget dollars used for extended day classes and after school tutoring will come from funds under conceptual consolidation categories</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Informal and formal observations</li> <li>- Teacher planning</li> <li>- Scholarship reports</li> <li>- Results of Regents/RCT examinations</li> <li>- Increased attendance at College and Career activities and events</li> <li>- Increase in number of students visiting college and career office</li> <li>- Increase number of presenters visiting classes and attending programs</li> <li>- Results of annual students post secondary surveys</li> <li>- Review of transcripts by guidance counselors at end of each marking period.</li> <li>- Annual review of IEP's</li> <li>- Review of scholarship reports by marking period.</li> <li>- College acceptances evaluated in May/June.</li> </ul>

	<ul style="list-style-type: none"><li>- Review of enrollment in College Advantage program</li><li>- A 2% increase in credit accumulation</li></ul>
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**  
*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	93	117	123	79	156	*NA	38	*NA
10	56	136	186	222	148	*NA	41	*NA
11	82	188	151	53	113	*NA	26	*NA
12	60	63	60	29	127	*NA	22	*NA

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

\* **BHS does not offer these services**

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> Collaborative Classes; Skills Classes; Special classes; Saturday Academy; Tutoring; Summer Classes	<p>Students whose IEPs specify CTT are programmed for CTT classes with two teachers;            Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers;            Low entering students are programmed for supplemental skills classes            Tutoring is available throughout the school day &amp; after school            The Saturday Academy prepares at risk youngsters for state assessments;            Students are programmed for summer school to assist with credit accumulation            LEP students are programmed for double period classes.            Students needing RCT credit are programmed for specific RCT-focused skill classes</p>
<b>Mathematics:</b> Collaborative Team Teaching classes; Special classes Tutoring; Saturday Academies; Innovative classes; Summer school	<p>Students performing below grade level were programmed for 4 semester Algebra classes designed to build the foundations necessary to complete high school mathematics            Students whose IEPs specify CTT are programmed for CTT classes with two teachers;            Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers;            Low entering students are programmed for supplemental skills classes            Tutoring is available throughout the school day &amp; after school            The Saturday Academy prepares at risk youngsters for state assessments;            Students are programmed for summer school to assist with credit accumulation            Students needing RCT credit are programmed for specific RCT-focused skill classes            Peer tutoring is also available.</p>
<b>Science:</b> Collaborative Team Teaching classes; Special classes Tutoring; Saturday Academies; Innovative classes; Summer school	<p>Students whose IEPs specify CTT are programmed for CTT classes with two teachers;            Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers;            Low entering students are programmed for supplemental skills classes            Tutoring is available throughout the school day &amp; after school            The Saturday Academy prepares at risk youngsters for state assessments;            Students are programmed for summer school to assist with credit accumulation            Students needing RCT credit are programmed for specific RCT-focused skill classes            Peer tutoring is also available.</p>
<b>Social Studies:</b> Collaborative Team Teaching classes; Special classes Tutoring; Saturday Academies; Innovative classes; Summer school	<p>Students whose IEPs specify CTT are programmed for CTT classes with two teachers;            Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers;            Low entering students are programmed for supplemental skills classes            Tutoring is available throughout the school day &amp; after school            The Saturday Academy prepares at risk youngsters for state assessments;            Students are programmed for summer school to assist with credit accumulation</p>

	Students needing RCT credit are programmed for specific RCT-focused skill classes Peer tutoring is also available.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Counseling services and referrals to outside agencies are provided on an individual needs basis</li> </ul> Guidance counselors monitor their caseloads monthly.
<b>At-risk Services Provided by the School Psychologist:</b>	Outreach to targeted students and parents that are referred <ul style="list-style-type: none"> <li>• Individual sessions with students that need additional support</li> <li>• Counseling services and referrals to outside agencies are provided on an individual needs basis</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	Individual sessions with students that need additional support <ul style="list-style-type: none"> <li>• Counseling services and referrals to outside agencies are provided on an individual needs basis</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Outreach to students and parents as needed</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- X Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**  
**As part of the CONCEPTUAL CONSOLIDATION PLAN**

**DBN: 26Q495**

**Form TIII – A (1)(a) Part**

**Grade Level(s)** 9 to 12                      **Number of Students to be Served:** 259 LEP

**Number of Teachers** 10   **Other Staff (Specify)** Supervisor

## School Building Instructional Program/Professional Development Overview

### Title III, Part A LEP Program

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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#### I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc.):

At Bayside High School there are 259 students in the ESL program who speak 14 different languages including: Albanian, Arabic, Armenian, Chinese, Dari, Haitian-Creole, Hebrew, Hindi, Khoisan, Korean, Pashto, Tagalog, Serbo-Croatian and Spanish. We currently offer an ESL free-standing program. Beginning level students are given three periods of ESL per day (675 minutes per week); Intermediate Level Students have two periods of ESL each day (450 minutes per week) and Advanced level students receive 1 period per day of ELA (225 minutes per week) and one period per day of ESL (225 minutes per week). Research has shown that a high level of literacy in one's native language enhances the acquisition skills of the second language; therefore, we provide support classes in Chinese, Korean and Spanish, which are the three largest language groups in our ESL program. In the 2010-11 school year, there are 4 Chinese Native Language Arts classes and 3 Korean Native Language Arts classes.

New ELLs are identified at their feeder schools or at Bayside High School by specially-trained faculty and staff, including the Assistant Principal Foreign Languages/ESL, the LAB/BESIS Coordinator, six bilingual guidance counselors, ESL teachers and a multilingual paraprofessional dedicated to the advisement, appropriate placement, programming and advancement of ELLs. Particular attention is given to the identification of Students with Interrupted Formal Education (SIFE), students who are illiterate in the native and target languages, students in need of instructional support services, and long-term ELLs in order to provide the most appropriate instruction from the start. Furthermore, Peer Advocate and Liaison (PAL) partnerships are established through the Guidance Department in order to create resources for the newcomers as well as opportunities for informal but real exchanges in the target language—English. Summer bridge programs ease the transition to high school for ELLs with content-based ESL instruction. Similarly, as part of the utilization of the **Conceptual Consolidation Plan**, intensive supplementary ESL and content-area courses in Science and Social Studies are funded, in part, through Title III. These classes are collaboratively taught by certified subject area and ESL teachers during the school day. In addition, these teachers are scheduled to tutor ELL students daily in a designated area specifically for tutoring purposes. In constant communication, ESL, English and content area pedagogues, the Assistant Principal Foreign Language/ESL, the Lab-Besis Coordinator, and guidance counselors closely monitor the progress of newcomers and work collaboratively to effectively address their needs.

All ELL students are offered Regents level courses. As part of the program, content area classes for ELL students in Social Studies and Science are conducted in English using ESL methodologies focusing on the required skills necessary to pass the Regents examination e.g. note taking, essay writing, and critical analysis. The ESL curriculum mirrors the ELA curriculum focusing on the development of reading, writing, listening and speaking skills, building vocabulary and critical thinking skills.

Teachers, as part of their C-6 activities, are assigned to provide tutoring and mentoring services to students in ELL classes.

## **II. Parent/community involvement:**

To promote active parent participation and to ensure complete understanding and informed choice, communication with parents is done in multiple major languages—Chinese, Korean, Spanish and English—and facilitated by the Administrative staff, the LAB-BESIS Coordinator, the Guidance staff and the Parent Coordinator. At the beginning of each school year, parents of ELLs are invited to meet with the school faculty at an Open House during which State and City standards and assessments and ESL and Bilingual Program expectations, requirements, and curriculum are explained. Invitations are sent out in English with translations in the three major languages that our ELLs speak: Chinese, Korean and Spanish. Translators are available at this and all other school functions, i.e. Parent-Teacher conferences, PTA meetings, College Nights, Financial Aid meetings, and Awards Assemblies. Furthermore, Department of Education publications offered in languages other than English, including lower incidence languages, are made available to address the needs of all parents.

Staff members who deal directly with the ELL population also serve to familiarize incoming and current students and their parents with the Language Allocation Policy, ESL curriculum and instruction, the City and State standards and assessments, and supplemental education opportunities (Title III) as well as address any concerns or questions they may have. On-going parent outreach throughout the school year via phone calls with teachers of ELL students also are scheduled.

## **III. Professional Development Program (2010-2011 activities);**

Some common preparation periods for teachers of ELLs across the curriculum afford opportunities for on-going professional development and dialogues. To that end, workshops will be offered. Topics will include but not be limited to: *Infusing Triple A Methodology and Techniques*, *Developing Instructional Strategies for Student Success*, *Quality Teaching for ELLs (QTEL): Differentiating/Scaffolding Instruction*, *Developing Academic Language*, *Writing Across the Curriculum*, *Creating a Positive Climate for Learning*, *Assessing the ELL Learner*. In addition, inter-visitations between departments help to develop a set of best practices and resources in ELL instruction.

**Section III. Title III Budget**

**TITLE III EDITED PROPOSAL 2010-2011  
AS PART OF THE CONCEPTUAL CONSOLIDATION  
BUDGET PLAN**

**Allotment: \$40,620**

**Conceptual Consolidation enables schools to use their budget in a more efficient and effective way, allowing them to use monies to help support staff salaries. The Title III allotment is being used to supplement the salaries of only those teachers who are directly involved with the teaching of ELL students. These teachers, in addition to teaching ELL students in their classrooms, have been assigned to tutor ELL students on a daily basis. Specific locations have been set up and ELL students have been instructed to report daily to meet with these ESL teachers and Science and Social Studies teachers who are teaching their content area to ELL students. The amount allotted to each teacher is determined on the ratio of the number of ELL students that the teacher is in contact.**

**I: There are 10 teachers who are teaching ELL students, 3 ESL teachers, 4 Social Studies teachers, and 3 Science teachers. Title III funds are supporting the salaries of these 10 teachers as follows:**

- 3 ESL teachers @ \$7348 each                      \$22,044**
- 1 Soc.St. teacher @ \$4202                              4,202**
- 2 Soc.St. teachers @ \$1328 each                      2,656**
- 1 Soc.St teachers @ \$ 2828                              2,828**
- 2 Science teachers @ \$2833 each                      5,666**
- 1 Science teacher @ \$1123                              1,123**

**SUBTOTAL:    \$38,519**

**II: Outreach**

**Four hours for 5 teachers @ \$49.89 per hour:                      \$ 998**

**SUBTOTAL: \$ 998**

**III: Professional Development**

**Two 1 hour sessions for 10 teachers @ \$49.89 per hour: \$ 998**

**Two 1 hour sessions for 1 supervisor @ \$52.21 per hour: \$ 105**

**SUBTOTAL: \$ 1,103**

**TOTAL: \$40,620**

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Results of home language surveys were compiled as was feedback from the parent coordinator, teachers, supervisors, guidance staff and the Lab Basis Coordinator. The survey indicated translation needs in languages other than English, for parents of ELL students as well as parents of non ELL students whose language is other than English

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Formal and informal conversations with teachers, supervisors, students, guidance counselors and parents identified the needs for written translation and oral interpretation needs. These findings were shared department meetings.

#### **Part B: Strategies and Activities**

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

Translation services will be needed for the following documents into Spanish, Chinese and Korean done in-house:

- a. New Student Handbook-approximately 60 pages once a year
- b. College Handbook-same as above
- c. Guidance Newsletter-approx 6 pages monthly
- d. PTA Newsletter-4 times per year
- e. Miscellaneous documents including school papers and records for various countries

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

a. Translators are needed to assist non-English speaking parents during Open School conferences to obtain information from teachers regarding their child's academic progress. Translators will help parents to understand the school's rules and regulations, academic standards and the types of assessments used for the evaluation of student work. Services are mostly done in-house with the backup of interpretation services available.

Translators are also needed for ELL Parent Orientation meetings:

- One session during the Fall term
- One session during the Spring term

Translators will assist parents of newly enrolled ELL's to understand the various program choices available to them as well as the academic standards students must achieve to meet diploma requirements.

Translators are needed in Chinese, Korean, Spanish and Urdu during Open School conferences and ELL Parent Orientation meeting

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

Flyers are backpacked.

A multi-language phone master is employed repeatedly.

Conferences in native languages are held several times during the year.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$1,721,211.00	\$1,721,211.00
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$17,212.00	\$17,212.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 93.69
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We are encouraging and assisting in financing teachers to take courses to enable them to achieve dual license certificates.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**- The needs assessment is summarized on pages 11 & 12.**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

**See pages 15 through 20**

3. Instruction by highly qualified staff.

**See page 29**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**See pages 15 through 20**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**N/A**

6. Strategies to increase parental involvement through means such as family literacy services.

**See attachment PIP**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**See pages 15 through 20**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**See pages 15 through 20**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**See pages 15 through 20**

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

# **TITLE III EDITED PROPOSAL 2010-2011 AS PART OF THE CONCEPTUAL CONSOLIDATION BUDGET PLAN**

**Allotment: \$40,620**

Conceptual Consolidation enables schools to use their budget in a more efficient and effective way, allowing them to use monies to help support staff salaries. The Title III allotment is being used to supplement the salaries of only those teachers who are directly involved with the teaching of ELL students. These teachers, in addition to teaching ELL students in their classrooms, have been assigned to tutor ELL students on a daily basis. Specific locations have been set up and ELL students have been instructed to report daily to meet with these ESL teachers and Science and Social Studies teachers who are teaching their content area to ELL students. The amount allotted to each teacher is determined on the ratio of the number of ELL students that the teacher is in contact.

**I: There are 10 teachers who are teaching ELL students, 3 ESL teachers, 4 Social Studies teachers, and 3 Science teachers. Title III funds are supporting the salaries of these 10 teachers as follows:**

- 3 ESL teachers @ \$7348 each                      \$22,044
- 1 Soc.St. teacher @ \$4202                              4,202
- 2 Soc.St. teachers @ \$1328 each                      2,656
- 1 Soc.St teachers @ \$ 2828                              2,828
- 2 Science teachers @ \$2833 each                      5,666
- 1 Science teacher @ \$1123                              1,123

**SUBTOTAL:   \$38,519**

**II: Outreach**

Four hours for 5 teachers @ \$49.89 per hour: \$ 998

**SUBTOTAL:   \$ 998**

**III: Professional Development**

Two 1 hour sessions for 10 teachers @ \$49.89 per hour: \$ 998

Two 1 hour sessions for 1 supervisor @ \$52.21 per hour: \$ 105

**SUBTOTAL: \$ 1,103**

**TOTAL: \$40,620**

**B: Title III: Language Instruction for Limited English Proficient and Immigrant Students  
School Year 2010-2011  
As part of the CONCEPTUAL CONSOLIDATION PLAN**

**DBN: 26Q495**

**Form TIII – A (1)(a) Part**

**Grade Level(s) 9 to 12                      Number of Students to be Served: 259 LEP**

**Number of Teachers 10    Other Staff (Specify) Supervisor**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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#### **IV. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc.):**

At Bayside High School there are 259 students in the ESL program who speak 14 different languages including: Albanian, Arabic, Armenian, Chinese, Dari, Haitian-Creole, Hebrew, Hindi, Khoisan, Korean, Pashto, Tagalog, Serbo-Croatian and Spanish. We currently offer an ESL free-standing program. Beginning level students are given three periods of ESL per day (675 minutes per week); Intermediate Level Students have two periods of ESL each day (450 minutes per week) and Advanced level students receive 1 period per day of ELA (225 minutes per week) and one period per day of ESL (225 minutes per week). Research has shown that a high level of literacy in one's native language enhances the acquisition skills of the second language; therefore, we provide support classes in Chinese, Korean and Spanish, which are the three largest language groups in our ESL program. In the 2010-11 school year, there are 4 Chinese Native Language Arts classes and 3 Korean Native Language Arts classes.

New ELLs are identified at their feeder schools or at Bayside High School by specially-trained faculty and staff, including the Assistant Principal Foreign Languages/ESL, the LAB/BESIS Coordinator, six bilingual guidance counselors, ESL teachers and a multilingual paraprofessional dedicated to the advisement, appropriate placement, programming and advancement of ELLs. Particular attention is given to the identification of Students with Interrupted Formal Education (SIFE), students who are illiterate in the native and target languages, students in need of instructional support services, and long-term ELLs in order to provide the most appropriate instruction from the start. Furthermore, Peer Advocate and Liaison (PAL) partnerships are established through the Guidance Department in order to create resources for the newcomers as well as opportunities for informal but real exchanges in the target language—English. Summer bridge programs ease the transition to high school for ELLs with content-based ESL instruction. Similarly, as part of the utilization of the **Conceptual Consolidation Plan**, intensive supplementary ESL and content-area courses in Science and Social Studies are funded, in part, through Title III. These classes are collaboratively taught by certified subject area and ESL teachers during the school day. In addition, these teachers are scheduled to tutor ELL students daily in a designated area specifically for tutoring purposes. In constant communication, ESL, English and content area pedagogues, the Assistant Principal Foreign Language/ESL, the Lab-Besis Coordinator, and guidance counselors closely monitor the progress of newcomers and work collaboratively to effectively address their needs.

All ELL students are offered Regents level courses. As part of the program, content area classes for ELL students in Social Studies and Science are conducted in English using ESL methodologies focusing on the required skills necessary to pass the Regents examination e.g. note taking, essay writing, and critical analysis. The ESL curriculum mirrors the ELA curriculum focusing on the development of reading, writing, listening and speaking skills, building vocabulary and critical thinking skills.

Teachers, as part of their C-6 activities, are assigned to provide tutoring and mentoring services to students in ELL classes.

#### **V. Parent/community involvement:**

To promote active parent participation and to ensure complete understanding and informed choice, communication with parents is done in multiple major languages—Chinese, Korean, Spanish and English—and facilitated by the Administrative staff, the LAB-BESIS Coordinator, the Guidance staff and the Parent Coordinator. At the beginning of each school year, parents of ELLs are invited to meet with the school faculty at an Open House during which State and City standards and assessments and ESL and Bilingual Program expectations, requirements, and curriculum are explained. Invitations are sent out in English with translations in the three major languages that our ELLs

speak: Chinese, Korean and Spanish. Translators are available at this and all other school functions, i.e. Parent-Teacher conferences, PTA meetings, College Nights, Financial Aid meetings, and Awards Assemblies. Furthermore, Department of Education publications offered in languages other than English, including lower incidence languages, are made available to address the needs of all parents. Staff members who deal directly with the ELL population also serve to familiarize incoming and current students and their parents with the Language Allocation Policy, ESL curriculum and instruction, the City and State standards and assessments, and supplemental education opportunities (Title III) as well as address any concerns or questions they may have. On-going parent outreach throughout the school year via phone calls with teachers of ELL students also are scheduled.

#### **VI. Professional Development Program (2010-2011 activities);**

Some common preparation periods for teachers of ELLs across the curriculum afford opportunities for on-going professional development and dialogues. To that end, workshops will be offered. Topics will include but not be limited to: *Infusing Triple A Methodology and Techniques*, *Developing Instructional Strategies for Student Success*, *Quality Teaching for ELLs (QTEL): Differentiating/Scaffolding Instruction*, *Developing Academic Language*, *Writing Across the Curriculum*, *Creating a Positive Climate for Learning*, *Assessing the ELL Learner*. In addition, inter-visitations between departments help to develop a set of best practices and resources in ELL instruction.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal			N/A			
Title I, Part A (ARRA)	Federal	√			\$1,721,211.00	<i>R</i>	7-8, 13-19, 21-27
Title II, Part A	Federal			N/A			
Title III, Part A	Federal	√			TBA-Last year \$48,880	<i>R</i>	24-27
Title IV	Federal	√			TBA-Last year \$15,114	<i>R</i>	7-8, 13-19, 21-27

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal	√			\$94,744.00	R	7-8, 13-19, 21-27
Tax Levy	Local	√			\$13,294,114.00	R	7-8, 13-19, 21-27

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.



**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have identified 10 students in foster care or group home settings.

2. Please describe the services you are planning to provide to the STH population.

In addition to the services provided all students, Guidance counselors and our Social Workers are in frequent contact with the students, their foster parents or group home directors to ensure attendance and progress.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

## **SCHOOL-PARENT COMPACT**

Bayside High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-11.

**Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.**

### **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

**Bayside High School will:**

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to small learning communities and have support personnel assigned to them based on their chosen community.

- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually during the first and second terms.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 6 times a year and student promotion in doubt letters are sent home a minimum of twice a year.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

<p style="text-align: center;"><b>Parent Responsibilities</b></p>
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We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
    - monitoring attendance;
  - talking with my child about his/her school activities everyday;
    - scheduling daily homework time;
    - providing an environment conducive for study;
    - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
  - promoting positive use of my child's extracurricular time;
    - participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or
  - by mail and responding, as appropriate;
    - reading together with my child every day;
    - providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
  - respecting the cultural differences of others;

- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
  - supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

## PART II OPTIONAL ADDITIONAL PROVISIONS

<b>STUDENT RESPONSIBILITIES</b>
-------------------------------------

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

*come to school ready to do our best and be the best;*

- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
  - *listen and follow directions;*
  - *participate in class discussions and activities;*
  - *be honest and respect the rights of others;*
  - *follow the school's/class' rules of conduct;*
    - *follow the school's dress code;*
    - *ask for help when we don't understand;*
  - *do our homework every day and ask for help when we need to;*
    - *study for test and assignments;*
  - *read at least 30 minutes every day outside of school time;*
    - *read at home with our parents;*
    - *get adequate rest every night;*
  - *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and*

*information we receive at school every day.)*

**Bayside High School will:**

involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;

involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;

hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.

The school will respond to any such suggestions as soon as practicably possible;

- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and

provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Bayside High School will:

recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;

- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.

work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

**SIGNATURES**

School Staff-Print Name	Signature	Date

Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

## **BAYSIDE HIGH SCHOOL SCHOOL PARENTAL INVOLVEMENT POLICY**

### **PART I GENERAL EXPECTATIONS**

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Bayside High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning;

that parents are encouraged to be actively involved in their child's education at school;

that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

### **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement - (a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a "sample template" as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Bayside High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
- PTA Executive Board members will be involved with District personnel through the Queens Federation of PTA

2. Bayside High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in the annual PASS Review of the School
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. Bayside High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies.

4. Bayside High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at a spring PTA meeting providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. Bayside High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph -

the State's academic content standards;  
the State's student academic achievement standards;  
the State's and local academic assessments including alternate assessments;  
how to monitor their child's progress and  
how to work with educators.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:  
providing Parent workshops and courses dealing with computer training

Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:  
Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.  
Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:  
Involving parents in the regular activities of the school
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:  
school letters are translated and ELL students are provided with native language letters of school events  
Translation services information are posted in the school lobby in the appropriate native languages

### **Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

**PART IV ADOPTION**

Department of Education of the City of New York  
BAYSIDE HIGH SCHOOL

Michael Athy, Principal

This policy was adopted by Bayside High School on May 26, 2010 and will be in effect for the period of 2010-11. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 29, 2010.

Michael Athy

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(Signature of Principal)

Michael Athy

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Principal



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Bayside High School					
<b>District:</b>	26	<b>DBN:</b>	26Q495	<b>School</b>		342600011495

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.1	92.3	92.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	912	1005	1006				
Grade 10	1064	945	1049				
Grade 11	918	802	440				
Grade 12	827	821	1136				
Ungraded	2	2	2				
<b>Total</b>	<b>3723</b>	<b>3575</b>	<b>3633</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.2	95.0	96.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	35.1	66.0	61.5

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	20	15	21

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	116	79	36

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	47	70	95	Principal Suspensions	109	98	85
# in Collaborative Team Teaching (CTT) Classes	188	172	181	Superintendent Suspensions	26	10	11
Number all others	55	59	69				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	271
Early College HS Program Participants	678	330	403

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	199	197	170
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	47	48	43
# receiving ESL services only	308	247	TBD	Number of Educational Paraprofessionals	3	3	13
# ELLs with IEPs	15	33	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	103	80	212	% fully licensed & permanently assigned to this school	99.5	100.0	99.4
				% more than 2 years teaching in this school	66.8	74.9	91.8
				% more than 5 years teaching anywhere	52.2	56.2	74.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	79.0	91.2
American Indian or Alaska Native	0.1	0.2	0.2	% core classes taught by "highly qualified" teachers	98.0	98.7	94.1
Black or African American	14.5	13.2	12.8				
Hispanic or Latino	18.1	18.9	20.3				
Asian or Native Hawaiian/Other Pacific	47.4	47.9	47.8				
White	19.3	18.6	18.7				
<b>Male</b>	46.4	46.7	48.0				
<b>Female</b>	53.6	53.3	52.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	77
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	-
Students with Disabilities				v	vsh	
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>8</b>	<b>8</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	69.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	9.2	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	15.1	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	31.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	13.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 201</b>	District <b>26</b>	School Number <b>495</b>	School Name <b>BAYSIDE HIGH SCHOOL</b>
Principal <b>Michael Athy</b>		Assistant Principal <b>Alice C. Hartley</b>	
Coach		Coach	
Teacher/Subject Area <b>Helen Skouras (ESL)</b>		Guidance Counselor <b>Crystal Shim Lee</b>	
Teacher/Subject Area <b>Sara Yazdanfar(Social St)</b>		Parent	
Teacher/Subject Area <b>Jae Hong Lee(Korean NLA)</b>		Parent Coordinator <b>Sarah Milunec</b>	
Related Service Provider		Other	
Network Leader <b>Gerard Beirne</b>		Other <b>Angela Bernaudo (LAB/BESIS)</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>3651</b>	Total Number of ELLs	<b>220</b>	ELLs as Share of Total Student Population (%)	<b>6.03%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. New admits to Bayside High School are administered the HLIS, which includes the informal oral interviews in English and in the native language as needed. Ms. Carolann Clem, Intake Secretary, and Ms. Angela Bernaudo, LAB-BESIS Coordinator and Teacher of ESL, are responsible for conducting the initial screening process. Ms. Bernaudo administers the HLIS and the LAB-R test. Each year in May, the NYSESLAT test is administered to all ELL students listed on the RLER to determine continued eligibility.

2. The DOE Video describing all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) is shown to all parents. A question and answer period clarifies the programs and parents complete a Parental Option Form selecting the program of choice for their child. The video is shown by the Parent Co-ordinator to parents of ELL students on the same day as the HLIS form is completed by the parent.

3. The parent is asked to complete the Parental Option Form on the day of admission to the program. The signed Parent Survey and Program Selection Forms are submitted on the same day by the Parent Coordinator. These forms are then forwarded to the LAB/BESIS Coordinator. In the Fall semester continued entitlement letters are sent to the parents in both English and the Native Language.

4. Bayside High School offers an ESL Free-Standing Program. Parents are informed of other schools which offer a Transitional Bilingual Education Program. Based on Parental Option Form and in consultation with the child's Guidance Counselor a program is created for the student based on the proficiency level that his/her LAB-R results indicate: Beginner's, Intermediate, Advanced. Guidance Counselors on staff are fluent in our major ELL language groups Chinese, Korean, Spanish so that parents may ask questions in their native language if needed.

5. The program models offered at Bayside High School are aligned with parent requests. Parents have overwhelmingly requested an ESL Freestanding Program.

6. Yes, the program choices at Bayside High School are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  
  1  
  2  
  3  
  4  
  5  
 6  
  7  
  8  
  9  
  10  
  11  
  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										61	67	24	68	220
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	61	67	24	68	220

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	220	Newcomers (ELLs receiving service 0-3 years)	144	Special Education	31
SIFE	12	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 144	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 58	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 18	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	220
<b>Total</b>	<input type="checkbox"/> 144	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 58	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 18	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	220

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	4	2	1	16
Chinese										31	47	16	45	139
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian										3	1			4
French											1			1
Korean										10	11	5	20	46
Punjabi														0
Polish														0
Albanian												1		1
Other										8	3	0	1	12
<b>TOTAL</b>	<b>0</b>	<b>61</b>	<b>67</b>	<b>24</b>	<b>68</b>	<b>220</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. Our ESL /TESOL classes are self-contained. Proficiency levels in each class are homogeneous. Classes are organized into different levels: Beginners, Intermediate, Advanced, Transitional.
2. . Beginning level students are given three periods of ESL per day (675 minutes per week); Intermediate Level Students have two periods of ESL each day (450 minutes per week) and Advanced level students receive 1 period per day ELA (225 minutes per week) and one period per day ESL (225 minutes per week). Since research has shown that a high level of literacy in one's native language enhances the acquisition skills of the second language, we provide support classes in Chinese, Korean and Spanish which are the three largest language groups in our ESL program.
3. The content area classes in Global History, US History and Government, Living Environment, Earth Science, Chemistry are taught in

English with an ESL methodology in classes for ELL students. Title III Saturday classes and after-school programs are provided for supplementary instruction for ELL students.

4. Service to ELL subgroups is provided on an individualized basis dependent on need. Tutoring, buddy groups, after-school programs, Saturday Academy instruction are available to assist students in need. Students with special needs are given supplementary instruction as per their IEP.

a. The ability levels of SIFE students are diagnosed at the entry-level. Achievement goals for these students are established on annual basis. Mastery levels to be attained and learning outcomes are specified. Numerous and frequent assessment measures and feedback are provided by the teachers in the ESL program.

b. Newcomers are provided with 3 periods/day of ESL instruction at the beginning level and 2 periods/per day of ESL instruction at the intermediate level. Students are encouraged to attend after-school programs and Title III Saturday classes specifically designed to provide help to Newcomers. Students receive intensive training in reading, writing, listening and speaking skills in order to gain acquisition of the target language and prepare for the NYSESLAT exam.

c. Students receiving service 4 to 6 years are also provided with intensive practice in the skills needed to be successful on the NYSESLAT exam. After-school programs and Saturday Academy classes are tailored to their needs.

d. Long-Term ELLs are assessed to determine their strengths and weaknesses. Intensive instruction in class, after-school, and in the Saturday Academy, is tailored to their needs. Tutorial instruction is provided in the skills needed to be successful on the NYSESLAT exam.

e. Students with special needs are assisted by Alternate Placement Paraprofessionals. The paraprofessionals work in the classroom and provide students with additional assistance and clarification as needed during the class period(s).

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

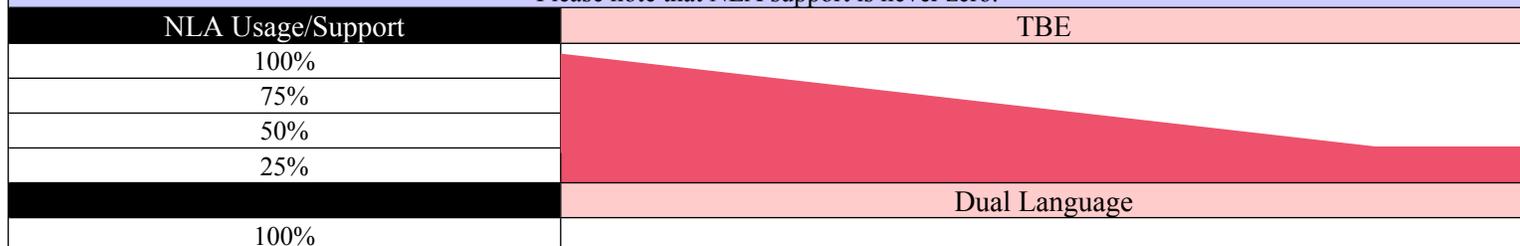
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

#### Native Language Arts and Native Language Support

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Tutoring is provided by each department in the content areas during the school day and after school. The Saturday Academy for ELL students provides supplementary instruction in ESL and ELA, Science and Social Studies. Native Language Arts classes are given in Chinese, Korean and Spanish to support language acquisition skills of the second language.
6. Transitional support up to 2 years is provided to ELLs who have reached proficiency level on the NYSESLAT. Testing modifications on NYS exams (Time and a half) (Use of bilingual glossary on content area exams) as well as tutoring and supplementary instructional programs are available to these ELLs.
7. We have a College Now Program for Regents Preparation.
8. Not applicable.
9. ELLs have equal access to school programs. Tutoring is available after school; counseling is offered in the afternoons; the Saturday Academy is specifically designated for supplementary instruction for ELLs. We also offer a Title III Summer School Program for ELLs. Students are also offered an opportunity to attend after-school extended day classes if they are in need of credit recovery.
10. Instructional materials for ELLs have been purchased for ESL classes as well as content area classes. The use of SMART Board

technology has enhanced instruction.

11. Students take NLA classes five days a week, 45 minutes per day, in their native language to support language acquisition skills.
12. Student support services provide counseling according to ELLs grade levels and ages. College information, scholarship and financial aid information and bulletins are provided to all juniors and seniors and information is provided to all students regarding graduation and diploma requirements.
13. Before the beginning of the school year, an Orientation is held in June to provide information regarding the school's policies, extra-curricular activities, clubs, teams and special services.
14. ELLs are given a Native Language Arts Class to assist them in the transition to our school. When their language proficiency advances, they may study one of the many languages offered at Bayside: Chinese as a Foreign Language, Korean as a Foreign Language, Spanish, French, Latin.

### **C. Schools with Dual Language Programs**

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

NOT APPLICABLE

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Faculty Conferences and Department Conferences which include content area teachers, ESL teachers, guidance counselors, Special Education teachers, psychologists, cover many topics dealing with ESL methodology, differentiated instruction, scaffolding, academic intervention strategies for at-risk students, learning styles and instructional strategies for the audio-visual and kinesthetic ELL and special needs learners. Professional development training also includes using technology in the ESL Classroom.
2. Strategies are presented at professional development training sessions in August and September to give staff a greater awareness of the needs of incoming middle school students as they transition to high school. A Bridge Summer School program is also available to middle school students to help them in transitioning to high school.
3. All members of the faculty and all ELL personnel are supported with ongoing professional development. ELL workshops are offered throughout the year and include topics such as: Using ARIS, Daedalus and E-Chalk to interpret ELL data; Differentiation of instruction, Scaffolding, Using graphic organizers to enhance instruction, Using technology in the ESL classroom, Using data to drive instruction, Acculturation to the USA. The ELL Coordinator, the A. P. Foreign Language/ESL, and the Parent Coordinator are available throughout the day to provide support and assistance to ELL students and their parents.

### **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Bayside High School has an active Parent Teachers' Association, which meets on a regular monthly basis. Parents including ELL parents participate in all programs sponsored by the PTA including the School Leadership Team. Among the activities are the Multicultural events including the Korean Lunar New Year Festival, the Chinese Festival, Spanish Heritage Festival and the PTA Auction and Arts and Crafts Fair.
2. Yes, we partner with community-based organizations such as: ALBETAC, the Korea Society, Korean Writers' Assoc. of NY, Korean Consulate Education Center, the China Institute, Japan Society.
3. Parents are encouraged to complete the School Survey and we also communicate with our parents in their native language via phone, letter and E-chalk.
4. According to parental feedback, we service parental needs. We have given all parents E-chalk accounts so that they are able to access their child's attendance and academic report card grades. We provided parents of ELL students with informational materials to give them an orientation on the use of E-chalk, ARIS and E-mail to communicate with their child's teachers.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										14	8	0	1	23
Intermediate(I)										28	33	19	31	111
Advanced (A)										19	26	5	36	86
Total	0	0	0	0	0	0	0	0	0	61	67	24	68	220

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	2	0	0
	I										23	23	4	15
	A										15	22	8	30
	P										10	20	5	23
READING/ WRITING	B										13	4	0	1
	I										21	23	13	33
	A										25	24	4	28
	P										2	16	0	6

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	101		43	
Math <u>Integ. Alg</u>	97		84	
Math <u>Geometry</u>	80		71	

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry	85		43	
Earth Science	53		29	
Living Environment	100		70	
Physics	21		18	
Global History and Geography	35		28	
US History and Government	49		41	
Foreign Language				
Other <u>Chinese</u>		61		60
Other <u>Korean</u>		10		10
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	8	13	44	99				

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - b. How are the English Proficient students (EPs) assessed in the second (target) language?
  - c. What is the level of language proficiency in the second (target) language for EPs?

areas of reading and writing and intensive tutorial programs are in place to address these issues.

4. a. Instruction is given in English only. Some Regents exams are provided in both English and the native language. Regents results are comparable in both languages. The majority of our students take the Regents exam in English since we have an English As a Second Language Free-standing Program and all instruction in the Content Areas is given in English.

b. We are not using the ELL Periodic Assessments.

c. We are not using the ELL Periodic Assessments.

5. NOT APPLICABLE TO OUR PROGRAM

6. The success of the program for ELLs is evaluated by means of the following criteria:

a. Yearly annual progress report

b. NYSESLAT proficiency results

c. Regents exam results

d. TOEFL scores / PSAT scores/SAT scores

e. Participation in College Now courses

f. College Credits earned while in high school

g. Success in Advanced Placement courses

h. High School Graduation within 4 years

### **Additional Information**

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

Bayside High School is committed to high expectations for our ELL students. We encourage a learning community which enables young people to progress into responsible participation in the world community. It is expected that every Bayside graduate will attend college and we provide challenging programs with caring teachers and support staff and a varied extra-curricular program that assures that our graduates become well-educated, responsible adults. In addition to the academic requirements, ELLs receive instruction in Native Language Arts. The goal of the program at Bayside High School is to ensure that ELLs become proficient in English as quickly as possible thus allowing them to benefit from the resources at the school. A rich program of co-curricular and extra-curricular activities supports and augments the regular instructional program under the supervision of faculty advisors.

## **Part VI: LAP Assurances**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other ( <u>LAB/BESIS</u> )		
	Other		
	Other		
	Other		