Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME BAYSIDE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q495

PRINCIPAL: MICHAEL ATHY EMAIL: MATHY@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Michael Athy	*Principal or Designee	
Tony LaVecchio	*UFT Chapter Leader or Designee	
David Solano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Leebeth Chu Ian Freed	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Madeline Belfi-Galvin	Member/CSA	
Don Collazo	Member/CSA	
Michelle Barretta	Member/UFT	
Tara Browne	Member/UFT	
Maricel Faraci	Member/Parent	
Alex Lee	Member/Parent	
Debra Strassberg	Member/Parent	
Coralie Hafkin	Member/Parent	

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DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

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

In alignment with the Citywide Instructional Expectations, and in accordance with 3012-c addressing "the principal's contribution to improving teacher effectiveness;" teachers and administrators will create and implement a two-level observation and feedback system, simultaneously satisfying the legal requirement for annual ratings of pedagogues and introducing the shorter, more frequent, more focused classroom observation tool and rubric.

Comprehensive needs assessment

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

1. Early completion of statutory pre-observations; formal observations; post-observation conferences for each pedagogue using the established and school-modified *Essential Elements of Instruction* rubric; approximately 200.
2. Implementation of supervisor observations and peer observations using frequent short observations with coordinated, shared focus.
3. Collection of feedback from pedagogues concerning the effectiveness of feedback received under the new rubric and initiation of peer observations using it.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

1. Statutory formal observations will be conducted using the established school rubric throughout the Fall semester.
3. Administrators will use the shorter, more frequent cycles of observation and feedback beginning in Fall and continue throughout the school year.
4. Department-level teacher teams will consult with the administrator in May to evaluate the overall effectiveness of the short observations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - using academic learning time efficiently;
  - implementing a curriculum aligned to the Common Core State Learning Standards;
  - offering high quality instruction in all content areas;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

1. The Merged Model arrived at by consensus.
2. The records and written follow-ups emanating from the use of the Merged Model.
3. Teacher surveys concerning the effectiveness of the Merged Model.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

All teachers will engage in conversations designed to reach consensus on a finalized Merged Model.

1. **TL NYSTL Hardware**
   – purchase of Smartboards and computer lab upgrades
2. **TL Fair Student Funding**
   –professional development for Smartboard use and Echalk
   --purchase of Echalk software

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

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

In alignment with the Citywide Instructional Expectations, all teachers will engage their students one literacy task and one math task aligned to the designated Common Core standards for deeper analyze and implementation of collective recommendations in order to strengthen student engagement in their own learning.

Comprehensive needs assessment

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

1. The number of students completing the Common Core aligned tasks targeted at 75%;
2. The number of student projects submitted to the Inquiry Team for further analysis; targeted at 200;
3. The presentation and recommendations resulting from the Inquiry Team's analyses of the students' work.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities,

d) timeline for implementation.

1. Each Academic Department will create literacy and math tasks for each course aligned to the Common Core standards in teacher teams.
2. All students will be assigned these tasks and the teachers will meet during their Coordinated Prep periods to analyze, discuss, and select samples at all levels and from students in different subgroups to submit to their Assistant Principal.
3. The Assistant Principals will further review the submitted samples and the Schoolwide Inquiry Team will then analyze the samples to cite potential improvements to be made in instructional delivery and to deepen the engagement of students in their own learning
4. The Inquiry Team will present its findings to the entire staff and each Academic Department will create specific action plans to address the issues defined by this two-level analysis and make recommendations for how its findings can deepen the levels of student engagement.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
    - **implementing a curriculum aligned to the Common Core State Learning Standards;**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Benchmarks for this Goal will include:
(1) Minutes & attendance of departmental meetings focused on the tasks;
(2) Numbers of projects assigned and analyzed by teacher teams (course level).
(3) Number of projects analyzed by the school wide Inquiry Team.
(4) Recommendations for improvement to instructional delivery made by the School Wide Inquiry Team

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Each Academic Department will create literacy and math tasks for each course aligned to the Common Core standards in teacher teams.

1. **TLFair Student Funding**
   -Academic departments -Per session
2. **Data Inquiry Team**
   Per Session

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Describe your goal.
In collaboration with the counselors and staff of our Student Services Department, we will develop a systematic procedure for the weighting and assignment of students to counselors in a targeted, high impact manner to maximize counselor effectiveness in increasing student engagement.

Set the measurable target that will define whether or not you have met your goal.
1. The Assistant Principal for Data/Programming/Testing (subject to budget) will work with the staff of our Student Services Department to identify student characteristics which impact counselor time/skill/efforts required to design a weighting system.
2. Students will be assigned to counselors using this weighting system and in consideration of home language.
3. Counselors will implement frequent, short meetings with their students to focus students on academic and social engagement at the school, with a minimum of 4 per year per student i-logged).
4. Counselors will design individualized graduation plans for each of their students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

1. Subject to budget, an Assistant Principal for Data/Programming/Testing will be selected via the established C30 process in November.
2. A simple, data-fed system for evaluating student weighted needs will be concluded and implemented in Fall semester.
3. Counselors will initiate their frequent meetings in November and continue through the year.
4. In consultation with the students and their parents/caregivers, counselors will develop graduation plans for all students in cohorts 2009, 2010 and 2011.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

1. Summary of student/counselor meeting logs.
2. Graduation plans for all students created in collaboration with students and submitted by counselors.
3. Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

1. The weighting data system.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Assistant Principals of Pupil Personnel Services, Data/Programming/Testing and all guidance counselors.

1. **TLFair Student Funding**
   -Per session for parent involvement and outreach
2. **TLFair Student Funding**
   -Supplies

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

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

To improve students' academic outcomes by reinforcing the instruction received for US History and the HXRA Regents (Outcomes Goal)

Comprehensive needs assessment

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

An increase of 2% in the number of students passing each of the following: the US History Regents; US History (H5/H6); Participation in Government (H7) and Economics (H8).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

1. 90.63% of students passed the US History Regents in 2010; with 89.2% (815) passing the H5/H6 course. 95.6% of 918 students passed Participation in Government/Economics (H7/H8).
2. Only seniors took the H7/H8 course while only juniors took H5/H6 in 2010.
3. In 2011, 918 students are enrolled in H5/H6 with 1,024 registered to take the HXRA. 1,224 students are enrolled in H7/H8; inclusive of approximately 420 juniors.
4. Programming for this required the elimination of non-essential Social Studies electives.
5. By reinforcing the instruction received in their US History course (H5/H6) with Participation in Government (H7) and Economics (H8); junior students should be better equipped to succeed in both courses and on the US History Regents.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

1. Passing rates and numbers for the courses above, broken down by cohort and subgroup.
2. Passing rates and numbers for the US History Regents.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  1. **Title III**
     - **Per session –Tutoring**
     - **Parent outreach**
  2. **TLNYSTL**
     - **Textbooks**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	# 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	317	171	149	108				
10	N/A	143	173	N/A				
11	N/A	90	109	182				
12	106	79	98	145				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	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 & 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
Mathematics	Students performing below grade level were programmed for 4 semester Algebra classes designed to build the foundations necessary to complete high school mathematics Students with developing skills are enrolled in an intermediate course between algebra and geometry. 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 & 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.
Science	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 & 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 Content area classes in Living Environment, Earth Science and Chemistry are taught in English with an ESL methodology in classes for ELL students. Peer tutoring is also available.

Social Studies	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 & after school The Saturday Academy prepares at risk youngsters for state assessments; Students needing RCT credit are programmed for specific RCT-focused skill classes Content area classes in Global History and US History and Governmen are taught in English with an ESL methodology in classes for ELL students. Peer tutoring is also available. Students are programmed for summer school to assist with credit accumulation
At-risk Services provided by the Guidance Counselor	• Counseling services and referrals to outside agencies are provided on an individual needs basis Guidance counselors monitor their caseloads monthly.
At-risk Services provided by the School Psychologist	Outreach to targeted students and parents that are referred • Individual sessions with students that need additional support • Counseling services and referrals to outside agencies are provided on an individual needs basis
At-risk Services provided by the Social Worker	Individual sessions with students that need additional support • Counseling services and referrals to outside agencies are provided on an individual needs basis
At-risk Health-related Services	• Outreach to students and parents as needed

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support parents/guardians, grandparents and foster parents in education for their children.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

FEB 9, 2012
School DBN: 26Q495 **School Name:** Bayside High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: xx Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic xx Focused Comprehensive

Intervention: **xx** School Quality Review (SQR) External School Curriculum Audit (ESCA)
Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

   Our school was cited for the performance of our LEP students on the English Regents as well as for the performance of our SWDs on the English Regents and Math Regents.
   - Programming Issues: The underlying issues examined confirmed that in 2009-10, many SWD students were not properly programmed in accordance with the recommendations of their Individualized Education Plans. This has been rectified and has required the addition of numerous additional ICT and Special Classes to accommodate all students.
   - Teacher Quality: Additionally, gradual replacement of common branch special education teachers by content-based specialists with special education training is underway in all four major subject areas. This initiative was undertaken in direct response to students' performance on the NYS Regents and RCTs.
   - Expectations: A repositioning of the RCT exams as being a secondary rather than primary assessment vehicle has been completed. In 2009-10, many SWD were aimed primarily at passing RCTs and the corresponding Regents were considered tests "to be failed." By increasing our expectations that all SWDs will take and pass the appropriate Regents, teachers and students are aiming higher toward these postsecondary-enabling goals.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

   -We have concluded a SESIS Upfront Agreement with the RSR TAC toward a successful SQR Quality Improvement Process.
   -We have instituted targeted professional development emphasizing conceptual mapping to all administrators and to all teachers of LEP and SWD students in all subject areas.
   - We have combined our English Language Arts and English Second Language Departments into one to afford better peer exchange of best practices and to establish a continuum of instruction from beginner level English Language Learners through to Advanced Placement Literature study.
   - We have instituted department-wide common preparation periods to further facilitate best practice exchange among teachers of SWDs- both in ICT and Special Class environments in all subject areas.
   - We have instituted targeted tutoring and test preparation for LEP and SWD students.
   - We continue to incentivize the acquisition of secondary licensing in SWD instruction among our content area licensed staff.
   - We have radically reduced the caseload of all guidance counselors from 500:1 to 200:1 to enable more frequent better contact with students and families. Most guidance counselors speak the home languages of their students.

Part B: For Title I SINI Schools Only

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 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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Jie Zhang	District 26	Borough Queens	School Number 495
School Name Bayside High School			

B. Language Allocation Policy Team Composition ⓘ

Principal Michael Athy	Assistant Principal Shana Tessenholtz
Coach	Coach
ESL Teacher Helen Skouras	Guidance Counselor Crystal Shim Lee
Teacher/Subject Area Sara Yazdanfar/Social Studies	Parent Shelang Yang
Teacher/Subject Area Mr. Jae Lee/Korean	Parent Coordinator Sarah Milunec
Related Service Provider type here	Other Angela Bernaudo (LAB/BESIS)
Network Leader Jie Zhang	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	12	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3437	Total Number of ELLs	197	ELLs as share of total student population (%)	5.73%

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.

Paste response to questions 1-6 here

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. Parents are handed the HLIs form by the pupil accounting secretary Carolanne Clem. After it is determined that this is their first time in an English Language school, and a history is conducted to verify, the parent is asked what language is spoken at home. based on their response, a HLIS in their native language is given to the parent (if available). Angela Bernardo, LAB/BESIS coordinator is called. Parent fills out HLIS, and informal interview is conducted and based on the HLIS and the interview the parent is informed that the student is eligible for testing. The parents are given an entitlement letter and the student is tested. As the students are being tested by Mrs. Bernaudo, the parent coordinator show the parents the video in their native language (if available) describing the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). After the child is tested, the parent is informed of the entitlement decision by Mrs. Bernardo. The placemen letter in the native language is given. At that time the parents fill out the parent survey and program request form. Choices are reviewed and if the parent chooses something other than the freestanding ESL (which is currently the only program we offer) we refer them back to the enrollment center and exaplin to them about other school that offer their choice. All of this is done within the firt 10 days of registration.

If students native language, is Spanish and they test into ESL, the Spanish Lab is administered by Mrs. Bernardo within the first 10 days of registration. A roster of all students is kept on file in the office of the ALB/BESIS coordinator.

Before the NYSESLAT exam is given, letters are sent home to parents in both English and their native language indictaing the dates and times of the exam. Students are also given letters. Daily announcements over the loudspeaker and in classes by teachers are made.

2. The DOE Video describing all three program choices (Transitiional Bilingual, Dual Language, Freestanding ESL) is shown to all parents on the very first day they come in to the school. The parent coordinator, Mrs. Sara Milunec meets with the parents and is there to answer any questions and offer support. 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. We have not had to outreach to parents when a program they have chosen becomes available as this has not happened yet, however, if that should happen we are fully prepared to make outreach to that parent through the parent coordinator and a native language speaker at the school.

3. The parent is asked to complete the Parental Option Form on the day of admission to the program. An entitlement letter is given in person to the parent by Angela Berardo. LAB/BESIS Coordinator. Parent Surveys and Program Selection Forms are kept on file in the office of the LAB/BESIS corrdinator in individually labeled folders.

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. Placement letters are disctributed to the parents on the day they come to the school to register. These letters are kept on file in the office of the LAB/BESIS Coordinator in indivdually labeled folders. Translation services are available through bilingual Guidance counselors, bilingual staff members and the Translation Unit of the DOE. The Translation and Interpretation Unit is an important part of the Department of Education's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. The Unit provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services. The Unit is also responsible for spearheading all efforts related to language access, including, but not limited to: training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds.
5. Parents have overwhelmingly requested an ESL Freestanding Program. If a parent chooses another program that we do not order, we keep that choice on file in the LAB/BESIS coordinator office and these choices are reviewed regularly. The trend that we keep observing is that parents are happy choosing the freestanding ESL program at Bayside High School.

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** ❄

This school offers (check all that apply):

Transitional bilingual education program	Yes ✪	No ❄	If yes, indicate language(s):
Dual language program	Yes ✪	No ❄	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Self-Contained										3	2	3	1	**9**
Push-In														**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**3**	**2**	**3**	**1**	**9**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	197	**Newcomers (ELLs receiving service 0-3 years)**	123	**Special Education**	41
SIFE	12	**ELLs receiving service 4-6 years**	48	**Long-Term (completed 6 years)**	26

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									
	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	Total
TBE										0
Dual Language										0
ESL	123	6	8	48	4	17	26	2	16	197
Total	**123**	**6**	**8**	**48**	**4**	**17**	**26**	**2**	**16**	197
Number of ELLs in a TBE program who are in alternate placement:										

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**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish										13	21	5	2	**41**
Chinese										20	33	27	27	**107**
Russian											1			**1**
Bengali													1	**1**
Urdu										1	2	1		**4**
Arabic											1			**1**
Haitian										2	2			**4**
French												1		**1**
Korean										6	5	2	9	**22**

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**
Punjabi														**0**
Polish														**0**
Albanian										1			1	**2**
Other										2	9	2		**13**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**45**	**74**	**38**	**40**	**197**

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our ESL /TESOL classes are self-contained. Proficiency levels on the NYSESLAt exam in each class are homogeneous. Classes are organized into different levels: Beginners, Intermediate, Advanced, Transitional within a departmental organizational model. We offer freestanding ESL classes taught by a licensed ESL teacher.

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 Chineseand Korean which are the two 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. Materials used in these classes include textbooks, handouts and websites. The ELL teacher workes with ELL students to review material. Tutoring during the day, title III Saturday classes and after-school programs are provided for supplementary instruction for ELL students.

A. Programming and Scheduling Information

4. To ensure that ELLs are appropriately evaluated in their native language, students are placed in native language arts classes and are evaluated by those teachers. Additionally, students take regents exams in their native language. Exvery spring we administer the Chinese Reading Test.

5. 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. In the case of SIFE students, we have not had many students who fall into this category. There have been cases where the students who were originally designated as SIFE have caught up and are now working at their correct grade level. When these situation do occur, we work on a case by case basis and provided tutoring and suppor for these students. For the newcomers, we offer 3 periods of English daily, well beyond the minimum number of instructioanl minutes required by the state. We stress listening skills, speaking skills, reading skills and writitng skills. There is a strong focus on non-fiction work and literature. Long Term ELLs and Ells recieveing service for 4 to 6 years receive individualized tutoring and meeting with their guidnace counselors to ensure success.

6. Teachers of ELL-SWDs use grade appropriate materials to provide access to academic content areas and to accelerate English Language Development. These materials are based on the proficiency levels of the students . Students are programmed for classes based on their proficience levels on the NYSESLAT exam. We very diligently follow students IEPs and have ELL students in self contained classes, collaborative team teaching classes as well as in resource rooms. Students are tested every spring and letters are sent home to parents notifying them of the test.

7. In order to meet the diverse needs of ELL-SWDs within ther least restrictive environment, students are programmed for their appropriate classes. Whenever possible, we aim to place students in as many general education classes as possible. Flexible programming is used to maximize the time spent with non-disabled peers and we ensure that all students have a lunch period for peer to peer socialization within the school day.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Chinese 3, Korean 1			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?

B. Programming and Scheduling Information--Continued

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

8. 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 and Korean to support language acquisition skills of the second language. Specific students who need support (SIFE, Newcomers) are targeted, paraprofessionals are available to those who are eligible. "Paso A Paso" is a series of workshops offered at Bayside High School sponsored by the Center for Independence of the Disabled, NY. This series of 6 workshops is offered in both English and Spanish to accommodate Spanish speaking parents.

9. 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.

10. We have a College Now Program for Regents Preparation.

11. There are no programs/services for ELLs which will be discontinued this year.

12. 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. ELLs have the opportunity to participate in all school programs. Announcements are made over the loudspeaker, posters are posted on bulletin boards, teachers encourage students to beome involved in their school communiyt, a grade advisor for each grade tries to recrtuit students to join clubs/teams. There are many cultural clubs offered in the school with the goal of having all students become active members of their school community.

13.A variety of instructional materials for ELLs, including textbooks, software, audio and visual aids, have been purchased for ESL classes as well as content area classes. The use of SMART Board technology has enhanced instruction.

14. Students take NLA classes five days a week, 45 minutes per day, in their native language to support language acquisition skills. Matierla sused to support these students include books, handouts, audio and visual software.

15. 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.

16. 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. Bilingual guidance counselors are avaialable as well as a list of all staff members in the building who speak another language. The Translation and Interpretation Unit is an important part of the Department of Education's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. The Unit provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services. The Unit is also responsible for spearheading all efforts related to language access, including, but not limited to: training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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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: 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, letters and E-chalk. The role of parent coordinator is that of liason between the school and the parents. She meets with parents, contacts them with important information, answer questions and refers parents/students to appropriate people in the building.

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. Translation services are available through bilingual guidance counselors, bilingual staff, and the translation unit. We also communicate with parents in their native language in the following ways: lunch forma, phone calls, latters and on the school website (where available).

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.

1. Faculty Conferences and Department Conferences cover many topics dealing with ESL methodology. Professional development training sessions for Title III staff include: Differentiated Instruction for ELL students, Scaffolding, Technology in the ESL Classroom. Teacher, parent coordinators and secretaries may attend trainings when available and on professional development days, Assistant Principals receive professional development at trainings and during cabinet meetings.

2. Strategies are presented at department conferences to give teachers a greater awareness of the needs of incoming middle school students as they transition to high school. A Bridge Summer School program is available to middle school students to help them in transitioning to high school. Teachers are sent to trainings and are encouraged to share best practices with their colleagues.

3. Training is offered through the office of English Language Learners.

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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

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)										8	8		3	19
Intermediate(I)										27	38	16	20	101
Advanced (A)										10	28	22	17	77
Total	0	0	0	0	0	0	0	0	0	45	74	38	40	197

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	3	0	2
	I										12	12	3	6
	A										12	27	15	24
	P										15	28	19	9
READING/ WRITING	B										6	7	0	3
	I										26	34	14	20
	A										9	27	18	15
	P										0	0	5	3

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

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:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use the LAB-R English and LAB-R Spanish exams as an indication of a students level of skill in their native language. Regents exams given in Chinese and Korean is a good indicator of a students' reasding level in their natuve language.

2. After reviewing the data patterns we have concluded that our ELL students are making steady progress. The longer amount of time they

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 commited to high expectations for our ELL students. it is expected that every Bayside graduate will attend college and we provide challenging programs with caring teachers and support staff and a variety of extra curricular activities that assures that our graduates become well rounded adults. In addition to the academic requirements, we provide ELL students with instruction in native language arts. The goal of the program at Bayside HIgh School is to ensure that ELL students become proficient in English as quickly as possible thus allowing them to benefit from the resources available to them at the school.

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	90	0	69	0
Integrated Algebra	66	0	34	0
Geometry	42	0	34	0
Algebra 2/Trigonometry	18	0	15	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	8	0	4	0
Earth Science	44	0	22	0
Living Environment	90	0	34	0
Physics	2	0	2	0
Global History and	60	0	29	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	57	0	50	0
Foreign Language	2	2	0	2
Other Chinese	0	9	0	9
Other Korean	0	7	0	7
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	1	16	26	66				

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.
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1. We use the LAB-R English and LAB-R Spanish exams as an indication of a students level of skill in their native language. Regents exams given in Chinese and Korean is a good indicator of a students' reasding level in their natuve language.

2. After reviewing the data patterns we have concluded that our ELL students are making steady progress. The longer amount of time they spend in the United States, the more proficient they are. Having constant exposure to the language has improved their skills. In fact, currently we do not have any students in the 11th grade who are scoring at the beginners level. The LAB-R data tells us if the student is a beginner or intermediate students and a good indicator whether they studied English in their home country.

3. Based on the NYSESLAT modalities, we need to focus our instruction on reading and writing. Most of our students in grades 9-12 are already proficient in listening and speaking. All staff members in the building are involved in this process. The whole staff is involved in implementing the common core standards in their classes.

4. We currently only have a freestanding ESL program at Bayside High School as per parent choice.
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 exams in English as we have a ESL freestanding program and

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 commited to high expectations for our ELL students. it is expected that every Bayside graduate will attend college and we provide challenging programs with caring teachers and support staff and a variety of extra curricular activities that assures that our graduates become well rounded adults. In addition to the academic requirements, we provide ELL students with instruction in native language arts. The goal of the program at Bayside HIgh School is to ensure that ELL students become proficient in English as quickly as possible thus allowing them to benefit from the resources available to them at the school.

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q495 **School Name:** Bayside High School

Cluster: 2 **Network:** CFN 201

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

Part A: Needs Assessment Findings

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

Results of homel anguage surveys were compiled as was feedback from the parent coordinator, teachers, supervisors, guidance staff and the LAB/BESIS Coordinator. The survey indicated translation needs in languages other than English, for parents of ELL students as well as parents on 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 in department meetings, SLT meeting and in cabinet meetings.

Part B: Strategies and Activities

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

Translation services will be needed for the following documents into Spanish, Chinese and Korean. All translations will be done in-house by school staff.
a. Student Handbook and College Handbook produced by the school.
b. Guidance Newsletter - 6 pages per month.
c. PTA Newsletter - 4 times per year.
d. Miscellaneous documents including school papers and records from 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.

Translators are needed to assist non-speaking English 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 evalutaion of student work. Services are mostly done in house with the backup of interpretation services available.
Translators are also needed for ELL Parent Orientation Meeting. 2 sessions are heald each year - one in the fall term and one in 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.

The school will fulfill section VII of Chancellor's Regulations A-663 regarding notification requirements for translation and interpretation services by sendinf flyers home and posting them on the school's website, conferences in native languages are held several times a year and a multi language phone master is employed repeatedly.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bayside High School	DBN: 26Q495
Cluster Leader: Charles Amundsen	Network Leader: Jie Zhang
This school is (check one): ✪conceptually consolidated (skip part E below) ❄NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✪Before school ❄After school ✪Saturday academy ❄Other:
Total # of ELLs to be served: 197 Grades to be served by this program (check all that apply): ✪K ✪1 ✪2 ✪3 ✪4 ✪5 ✪6 ✪7 ✪8 ❄9 ❄10 ❄11 ❄12
Total # of teachers in this program: 16 # of certified ESL/Bilingual teachers: 12 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At Bayside High School there are 197 students in the program who speak 14 different languages including: Albanian, Arabic, Armenian, Chinese, Dari, Haitian-Creole, Hebrew, Hindi, Khoisan, Korean, Pashto, Serbo-Crotian and Spanish. We currently offer an ESL freestanding program. Beginning level students are given three periods of ESL per day (675 minutes per week); intermediate level students have two periods of ESL per day (450 minutes per week) and advanced level students receive one period per day of ESL (225 minutes per week) and one periods per day of English Langage arts (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 2011-2012 school year, we are offering 2 Chinese Native Language Arts classes and 1 Korean Native Language Arts class.

New ELLs are identified at their feeder schools or at Bayside High School by specially trained faculty and staff, including the LAB/BESIS Coordinator, ten bilingual guidance counselors, ESL teachers and paraprofessionals who are 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 language, students in need of instructional support services, and long term ELLs in order to provide the most appropriate instruction from the start. Peer support 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. Teachers are scheduled to tutor ELL students daily in a designated area designed specifically for tutoring purposes. All faculty members work together to monitor the progress of newcomers and work collaboratively to effectively address their needs.
All ELL students are offered regents level courses. As part of our school 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. These skills include note taking, essay writing and critical analysis. The ESL curriculum mirrors the ELA curriculum focusing on the development of reading, writing, speaking, vocabulary and critical thinking skills.

We will offer a late afternoon program to our 197 ELL students in grades 9-12 at the beginning, intermediate and advanced levels of proficiency. This program will concentrate on the Regents Examinations in English, Science and History. Skills focused on auditory and reading comprehension passages as well as specific tasks that need to be masterred such as note taking, essay writing, and DBQs. The program will take place Monday-Thursday from 3:35-5:05. The program will run for 12 sessions in the Fall and 22 sessions in the Spring. There will be 4 teachers involved, one LAB/BESIS Coordinator available to students and one Supervisor to oversee the program. All staff will be licensed and New York State certified personnel.

Part C: Professional Development

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: The school provides professional development for all teachers and guidance staff on delivery of instruction and services to ELLs. All staff is responsible to monitor the progress of these students and work collaboratively to address their needs. Professional development is conducted during department meetings, on staff development days and at conferences outside the building. These may be led by in-school staff such as Assistant Principals and Teachers or outside specialists. Topics may include: Developing Instructional Strategies for Student success, Quality Teaching for ELLs, Differentiating/Scaffolding Instruction, Writing Across the Curriculum and Creating a Positive Climate for Learning.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: 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, English - and facilitated by the Administrative Staff, the LAB/BESIS Coordinator, the Guidance Department and the Parent Coordinator. At the start of each school year, parents of ELLs are invited to meet with the school faculty at an open house during which city and state 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 (Parent Teacher Conferences, PTA meetings, College Nights, Financial Aid Meetings, Awards Assemblies) Furthermore, Department of Education publications offered in languages other than English are made 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 amd assessments, and supplemental education opportunities as well as address any concerns or questions they may have. Ongoing parent outreach throughout the school year via phone calls with teachers of ELL students are also scheduled. Nine bilingual guidance counselors will hold evening guidance nights for 20 hours over the course of the school year between 4-7pm. Counselors will use this time to call and meet with ELL parents and discuss academic requirements needed for graduation. Parents will be able to use this time to speak to counselors and ask any questions/discuss any concerns they might have.

Part D: Parental Engagement Activities

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $31268		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$27,671.53	ESL evening program for parents $53.82 x 20 hours per counselor x 9 counselors = $9,687.60 Teacher per session cost for after school instruction of students 22 sessions - 90 minutes per session $50.06 x 51 hours x 4 teachers = $10,212.24 $50.06 x 51 hours x 1 LAB/BESIS Coordinator = $2,553.06 $52.93 x 51 hours x 1 supervisor = $2,699.43 NYSESLAT Grading Committee for Spring $50.06 x 10 hours x 3 teachers = $1,518.00 LAB/BESIS Coordinator hours for end of year organization $50.06 x 20 hours = $1,001.20
Purchased services • High quality staff and curriculum development contracts.	None	
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials.	$3,596.47	Consumable Supplies = $3,096.47 Postage = $500.00

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $31268		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• Must be clearly listed.		
Educational Software (Object Code 199)	None	
Travel	None	
Other	None	
TOTAL	$31,268.00	