



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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	
Lorraine Gitten Bridges	*PA/PTA President or Designated Co-President	
Lisa Patel Joung Min Park	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Madeline Belfi Galvin	Member/CSA	
Don Collazo	Member/CSA	
Larissa Bukalov	Member/UFT	
Melissa Haroutunian	Member/UFT	
Alex Lee	Member/Parent	
Clare Luna	Member/Parent	
Yvette Small	Member/Parent	
Coralie Hafkin	Member/Parent	
Maricel Faraci	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 accordance with the 2012-13 Citywide Instructional Expectations, all teachers will participate in peer observations utilizing the Danielson *Framework for Teacher Effectiveness* informed by the expectations for the 2012-13 Quality Review (process 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.
- **Schools will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*, with a focus on student engagement.**
- **Schools will select competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards.**

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) key personnel 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. A team of teachers and Assistant Principals will design a rubric for observation based on Charlotte Danielson's *Framework for Effective Teaching*.**
- 2. The rubric will be infused with observable portions of the current Quality Review rubric.**
- 3. Small group meetings will be held among the teachers to review the rubric and protocols for peer observations.**
- 4. Pre-observation, observations, and post-observation conferences will be constructed by the Assistant Principals in accordance with their individualized professional development plans for each teacher.**
- 5. Teacher will conduct the pre-observation conferences, observations, and post observation conferences under the guidance of the Assistant Principals.**
- 6. The Assistant Principals will work with the Inquiry Team to aggregate the findings of the process in relation to the foci of student engagement.**
- 7. The Assistant Principals will utilize the findings both in their departmental and individualized professional development.**
- 8. Subject to budget, appropriate per session, per diem coverages, and external PD for team leaders will enable this task.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

As a Non-Title 1 school, Bayside High School will

- **Share information with parents during regularly scheduled parent and school meetings (SLT, PTA, 9th grade Orientation, etc.)**
- **Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate this goal.**
- **Provide parents with online access to student data including current progress in coursework, results of assessments and progress towards**

graduation.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - a. **Data Inquiry work to create rubric for observations.**
 - b. **Schedule funding for external teacher professional development conferences.**
 - c. **Send regular progress reports to parents via Gradebook.**

- a. **ARRA RTTT Citywide Instructional Expectation**
- b. **Fair Student funding**
- c. **Fair Student funding**

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 accordance with the 2012-13 Citywide Instructional Expectations, all students will participate in Common Core-aligned assignments requiring writing opinions based on analysis of informational texts in ELA, Social Studies, and Science courses (process 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.
- **Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:**
 - **In math – require fluency, application and conceptual understanding**
 - **In ELA, social studies and science – Require students to ground reading, writing and discussion in evidence from text.**

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) key personnel 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. Teachers will convene in teams per academic department to design tasks to be embedded into current curriculum that align with Common Core Standards for Reading Informational Texts (Standards 1 & 10 and Writing Standard 1).**
 - 2. With the guidance of their Assistant Principal, teachers will assign the tasks to students.**
 - 3. All student work will be assessed by teacher teams utilizing the localized rubric for the tasks.**
 - 4. The Inquiry Team will analyze the raw data derived from these assignments to assess the school’s current status vis-à-vis inclusion of the Common Core Standards addressed.**
 - 5. The Inquiry Team will present its findings to each department to enable the teacher teams to determine next steps toward fuller inclusion of the standards.**
 - 6. Subject to budget, appropriate per session, per diem coverages, and external PD for team leaders will enable this task.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- As a Non-Title 1 school, Bayside High School will**
- **Share information with parents during regularly scheduled parent and school meetings (SLT, PTA, 9th grade Orientation, etc.)**
 - **Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate this goal.**

- **Provide parents with online access to student data including current progress in coursework, results of assessments and progress towards graduation.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - a. **Implement institutional technology such as TEQ and Izone platforms to provide common core aligned assignments.**
 - b. **Provide supplementary instruction to support Common Core aligned assignments.**
- a. **NYSTL funding**
- b. **NCLB Incentive/Fair Student Funding**

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.

Annual Goal #3

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

In accordance with the 2012-13 Citywide Instructional Expectations, all students will participate in Common Core-aligned assignments modeling with Mathematics and Constructing Viable Arguments in Algebra & Geometry Math courses (process 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.
- **Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:**
- **In math – require fluency, application and conceptual understanding**
- **In ELA, social studies and science – Require students to ground reading, writing and discussion in evidence from text.**

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) key personnel 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. Teachers will convene in teams per subject to design tasks to be embedded into current curriculum that align with Common Core Standards for Modeling with Mathematics and Constructing Viable Arguments in Math.**
- 2. With the guidance of the Assistant Principal, teachers will assign the tasks to students.**
- 3. All student work will be assessed by teacher teams utilizing the localized rubric for the tasks.**
- 4. The Inquiry Team will analyze the raw data derived from these assignments to assess the department's current status vis-à-vis inclusion of the Common Core Standards addressed.**
- 5. The Inquiry Team will present its findings to the department to enable the teacher teams to determine next steps toward fuller inclusion of the standards.**
- 6. Subject to budget, appropriate per session, per diem coverages, and external PD for team leaders will enable this task.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

As a Non-Title 1 school, Bayside High School will

- **Share information with parents during regularly scheduled parent and school meetings (SLT, PTA, 9th grade Orientation, etc.)**
- **Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate this goal.**

- **Provide parents with online access to student data including current progress in coursework, results of assessments and progress towards graduation.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - a. **Implement institutional technology such as TEQ and Izone platforms to provide common core aligned assignments.**
 - b. **Provide supplementary instruction to support Common Core aligned assignments.**
 - a. **NYSTL funding**
 - b. **NCLB Incentive/Fair Student Funding**

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.

In accordance with the core competency concerning the use of data to inform instruction, teachers and Assistant Principals will analyze short-term longitudinal student performance on several assessments of students' mathematics' skill levels (process 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.

Maximal participation of teachers in teacher teams to track students' performance on 8th grade assessments; BHS placement tests; 9th grade Math PSATs.

Deep analysis of the skills tested and relation to later success in high school math.

Use of the data in designing instructional approaches in 9th and 10th grade math classes.

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) key personnel 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. Teacher teams will analyze the alignment of skills tested with questions asked on each of the three Math exams cited above.

2. The teams will then review student performance on the three tests to determine if students' progression or regression is evident and if so- in what skills.

3. Based on the above findings, teachers will be regrouped into teams to review current curriculum to determine points of entry for skill reinforcement instruction.

4. Teams will further make recommendations to the principal concerning the potential effects of summer bridge instruction; expansion of instructional periods or tutoring for 9th grade math instruction or the introduction of teaching assistants, etc.

5. Subject to budget, all 9th graders will be PSAT tested.

6. Per session, per diem coverages, and basic materials will be required to effectuate this goal.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

As a Non-Title 1 school, Bayside High School will

- **Share information with parents during regularly scheduled parent and school meetings (SLT, PTA, 9th grade Orientation, etc.)**
- **Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate this goal.**

- **Provide parents with online access to student data including current progress in coursework, results of assessments and progress towards graduation.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - a. **Purchase online information system to communicate progress with parents**
 - b. **Student intervention programs including guidance night and targeted regents prep courses.**
- a. **NYSTL software**
- b. **Fair Student Funding Per Session**

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				
K								
1								
2								
3								
4								
5								
6								
7								
8								
9	390	209	173	N/A				
10	N/A	174	197	39				
11	37	66	91	115				
12	88	42	80	N/A				

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Students whose IEPs specify CTT are programmed for CTT classes with two teachers.	Classroom	During the school day
	Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers.	Classroom	During the school day
	Low entering students are programmed for supplemental skills classes.	Small group	During the school day
	Tutoring is available throughout the school day & after school.	Small group	During and after the school day
	Students are programmed for summer school to assist with credit accumulation.	Classroom	During summer school day
	LEP students are programmed for double period classes.	Classroom	During the school day
	Students needing RCT credit are programmed for specific RCT-focused skill classes	Classroom	After the school day
	Peer tutoring is also available.	Small group	During the school day
Mathematics	Students performing below	Classroom	During the school day

	<p>grade level were programmed for 4 semester Algebra classes designed to build the foundations necessary to complete high school mathematics;</p> <p>Students with developing skills are enrolled in an intermediate course between algebra and geometry.</p> <p>Students whose IEPs specify CTT are programmed for CTT classes with two teachers;</p> <p>Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers;</p> <p>Low entering students are programmed for supplemental skills classes</p> <p>Tutoring is available throughout the school day & after school</p> <p>Students are programmed for summer school to assist with credit accumulation</p> <p>Students needing RCT credit are programmed for specific RCT-focused skill classes</p> <p>Peer tutoring is also available.</p>	<p>Classroom</p> <p>Classroom</p> <p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Classroom</p> <p>Classroom</p> <p>Small group</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During and after school day</p> <p>During the summer school day</p> <p>After the school day</p> <p>During the school day</p>
Science	<p>Students whose IEPs specify CTT are programmed for CTT classes with two teachers.</p> <p>Students whose IEPs specify SC are programmed for SC classes</p>	<p>Classroom</p> <p>Classroom</p>	<p>During the school day</p> <p>During the school day</p>

	<p>with dual licensed teachers. Low entering students are programmed for supplemental skills classes. Tutoring is available throughout the school day & after school 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.</p>	<p>Small group</p> <p>Small group</p> <p>Classroom</p> <p>Classroom</p> <p>Classroom</p> <p>Small Group</p>	<p>During the school day</p> <p>During and after the school day</p> <p>During summer school day</p> <p>After the school day</p> <p>During the school day</p> <p>During the school day</p>
Social Studies	<p>Students whose IEPs specify CTT are programmed for CTT classes with two teachers. Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers. Low entering students are programmed for supplemental skills classes. Tutoring is available throughout the school day & after school. Students needing RCT credit are programmed for specific RCT-focused skill classes. Content area classes in Global</p>	<p>Classroom</p> <p>Classroom</p> <p>Small group</p> <p>Small group</p> <p>Classroom</p> <p>Classroom</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During and after the school day</p> <p>After the school day</p> <p>During the school day</p>

	<p>History, US History, Government and Economics 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.</p>	<p>Small Group</p> <p>Classroom</p>	<p>During the school day</p> <p>During summer school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Supplemental group guidance support provided to students as they transition to least restrictive environments. • Outreach to students and parents of students not meeting promotional requirements • Counseling services and referrals to outside agencies are provided on an individual needs basis 	<p>Small Group</p> <p>One to One</p> <p>One to One</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

1. All Bayside High School teachers are highly qualified.
2. Recruitment strategies include timely use of the Open Market Transfer System.
3. Passing rates and numbers for courses are broken down by cohort and subgroup.
4. Recommendations from the School Wide Inquiry Team's analyses of students' work.
5. Recommendations for improvement to instructional delivery made by the School Wide Inquiry Team.
6. Use of a weighted data system.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

THE PARENT INVOLVEMENT POLICY (PIP) IS NOT APPLICABLE TO BAYSIDE HIGH SCHOOL

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 explain to them about other school that offer their choice. All of this is done within the first 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 indicating 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 (Transitional 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 coordinator 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 distributed 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 individually 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 offer, 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
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													

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	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 Chinese and 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 works 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

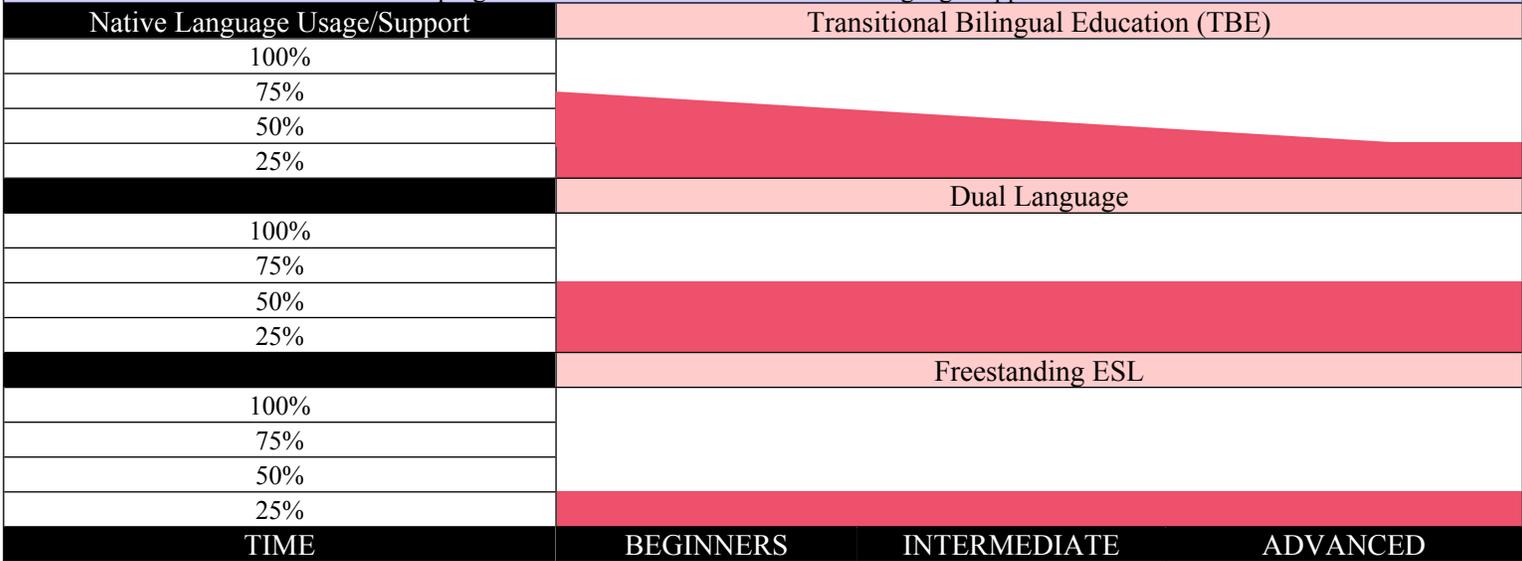
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 become involved in their school community, a grade advisor for each grade tries to recruit 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. Materials used 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 available 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.

17. ELLs are given a Native Language Arts Class to assist them in the transition to our school. When their language proficiency advances, they may study one of the many languages offered at Bayside: Chinese as a Foreign Language, Korean as a Foreign Language, Spanish, French, Latin and Japanese.

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.

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 liaison 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, letters and on the school website (where available).

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	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
NYSAA Bilingual Spe Ed					0

NYS Math

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

NYS Science

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 Geography	60	0	29	0
US History and Government	57	0	50	0
Foreign Language	2	2	0	2
Other <u>Chinese</u>	0	9	0	9
Other <u>Korean</u>	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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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 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 all instruction in the content areas is given in English. All teachers are involved in this process. All teachers have students who are current or former ELL students. We as a school are diligent in ensuring that all students receive their mandated services and provide them with all mandated accomodations such as extended time, separate location, glossaries, dictionaries and third readings during exams. All departments have access to glossaries which are found at www.emsc.nysed.gov/biling/bilinged/bilingual_glossaries.htm.
 - b. We are not using ELL periodic assessments.
 - c. We are not using ELL periodic assessments.
5. Not applicable
6. We evaluate the success of our ELL program based on the yearly annual progress report, NYSESLAT proficiency exam, Regents exam reports, TOEFL scores, PSAT scores, SAT scores, participation in college now classes, college credits while earned in high school, success in advanced placement courses, High School graduation rate.

Additional Information

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

Bayside High School is committed to high expectations for our ELL students. 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 HHigh 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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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 language 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 evaluation of student work. Services are mostly done in house with the backup of interpretation services available.

Translators are also needed for ELL Parent Orientation Meeting. 2 sessions are held 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 sending 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.

2012-13 Comprehensive Education Plan (CEP)

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: Debra Maldonado	Network Leader: Derek Jones
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 198
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 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 198 students in the program who speak 14 different languages including: Albanian, Arabic, Armenian, Chinese, Dari, Haitian-Creole, Hebrew, Hindi, Khoisan, Korean, Pashto, Serbo-Croatian and Spanish. We currently offer an ESL freestanding program. 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 period per day of English Language 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 2012-2013 school year, we are offering 10 Chinese Native Language Arts classes and 5 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 their 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. ESL teachers must be proficient in the rules of grammar, punctuation, writing, and speaking. In addition, these teachers must be able to create lesson plans that help students learn in an efficient manner. Lesson plans are typically formed based on age group and level of previous English speaking experience and exposure. Some strategies that will be implemented for ELL learners are: provide comprehensible input for ELLs, make lessons visual, link new information to prior knowledge, determine key concepts for the unit and define language and content objects for each lesson, modify vocabulary instruction, use cooperative learning strategies.

Part B: Direct Instruction Supplemental Program Information

We will offer a weekday program after school, during the February and Spring breaks, and a Saturday program to our ELL students concentrating on the regents examinations in English, Global History, US History and Living Environment. The program will run from 9am -1pm for five Saturdays during the Spring semester and during school breaks and from 3:35 pm-4:15 pm and after school beginning January 14, 2013 prior to the January regents exams and the week of June 10, 2013 prior to the June regents exam. Each session will be staffed by 8 teachers with approximately 25 students in each class. Skills focused on auditory and reading comprehension passages as well as specific tasks that need to be mastered such as note taking, essay writing, and DBQs. The program will take place throughout the semester. The program will include staff licensed and New York State certified.

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 will provide professional development using the Rosetta Stone Classroom which is a powerful learning tool that blends seamlessly into a teacher's overall language-learning curriculum. On January 28, 2013, a Rosetta Stone trained instructor will be coming to the school to provide instruction to ELL teachers. Features such as speech analysis tools, grammar and spelling components, along with predefined course templates effectively complement classroom teaching expertise. The school will send one teacher to the QTEL series (which will be held on November 29, 2012, December 14, 2012, January 4, 2013 and January 25, 2013) and that teacher will turn key the information back to her peers in order to improve the learning of our ELL population. The school also 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 from 8:00-8:47 am and from 2:44-3:31pm, on staff development days from 8:00am-2:50pm 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

Part D: Parental Engagement Activities

- 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.

Bilingual Guidance counselors will hold evening guidance nights 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 E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$22104

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		ESL evening program for parents $\$53.82 \times 3 \text{ hours per counselor} \times 15 \text{ counselors} = \$2,421.90$ NYSESLAT Grading Committee for Spring $\$50.06 \times 10 \text{ hours} \times 4 \text{ teachers} =$

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$22104

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$2,024.00</p> <p>LAB/BESIS Coordinator hours for end of year organization $\\$50.06 \times 20 \text{ hours} = \\$1,001.20$</p> <p>Per Diem Subs $\\$167.60 \text{ per day} \times 10 \text{ days} = \\1676.00</p> <p>Teacher Per Session cost for after school and Saturday instruction of students $\\$50.60 \times 220 \text{ hours} = \\$11,013.20$</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		<p>Professional Development Opportunities = \$3,000.00</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		<p>Consumable Supplies = \$467.70 Postage = \$500.00</p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>		

