



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BAYSIDE HIGH SCHOOL
DBN (i.e. 01M001): 26Q495
Principal: MICHAEL ATHY
Principal Email: MATHY@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: DEREK JONES

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 (AIS), and the Parent Involvement Policy (PIP). 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:

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*.

1. 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**.
2. Add rows as needed to ensure that all SLT members are listed.
3. 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.
4. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Michael Athy	*Principal or Designee	
Tony LaVecchio	*UFT Chapter Leader or Designee	
Edward Tan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Dennis Ahn Natasha Sharma	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jonathan Hirata	Member/ CSA	
Shirley Labardy	Member/CSA	
Larissa Bukalov	Member/ UFT	
Melissa Haroutunian	Member/UFT	
Ronya Bracey	Member/ Parent	
Maricel Faraci	Member/Parent	
Alex Lee	Member/ Parent	
Jaya Sarkar	Member/ Parent	
Delisa Tapia	Member/ Parent	

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2013-14 Citywide Instructional Expectations, we will implement an observation regimen utilizing the Danielson Framework for Teacher Effectiveness informed by the expectations for the Quality Review along with student learning objectives. ("SLO")

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.

- School 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*.
- School will select competencies relevant to teachers' development needs and that most support implementation of the Common Core standards
- School will successfully implement elements of the new teacher effectiveness framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Administration will use a structured teacher observation plan and the analyzed student data/work of the students of these teachers to gain feedback on teacher effectiveness that could/will result in future pedagogical development and/or instructional changes.
- Teacher professional development and mentoring will include follow-up support to ensure teachers will have an articulated plan of action to improve their student's academic outcomes.
- Teachers will learn to increase their use of instructional strategies that address the needs of all our students. Areas of focus will include accountable talk; using discussion strategies that include full participation by all students; applying knowledge to real world settings; introducing more writing opportunities; reinforcing academic vocabulary; using questioning techniques that reflect more rigor; and relating learning to prior knowledge.
- Teachers will develop a variety of assessment forms to identify students' needs and growth. These assessments will help create more student centered classrooms whereby the students play a pivotal role in their development and progress.
- Coordinate teachers in order to develop framework of curriculum aligned to CCLS.
- Identify units to develop performance tasks.
- Provide professional development in order to support teachers on implementation of CCLS, implementation of performance tasks.

B. Key personnel and other resources used to implement each strategy/activity

- Principal
- Assistant Principals
- Guidance Counselors
- Teachers
- Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Disseminate best practices aligned to key competencies from the Danielson Framework

D. Timeline for implementation and completion including start and end dates

1. Training began Summer, 2013. Implementation will take entire school year 2013-14.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All scheduled PD for the year has been turned over to this goal. Additionally, peer training is taking place during coordinated prep times.

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

School will implement a uniform grading policy aligned with the concepts of mastery grading.

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.

School will implement a student-centered mastery grading system with multiple entry points for students and multiple opportunities to demonstrate course mastery.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- The uniform grading policy is the result of a semester of inquiry that consisted of reading the research related to grading students, multiple meetings with a grading committee, staff surveys, faculty and department meetings.
- The uniform grading policy will require all content assessments to be measurable in concert with accepted core curriculum requirements and standards.
- It seeks to establish that students who pass a class and advance to the next class do so after having successfully demonstrated mastery of the standards of a course.
- A grade should reflect a student's content mastery, effort and progress forward along a defined continuum.
- Grading provides communication in summary format about student achievement of learning goals. Grades must be accurate, meaningful, consistent and supportive of learning.
- School-wide implementation of an academic process that supports students who have failed to meet mastery at the end of each

quarter. These students are placed on Academic Probation and are provided with opportunities to learn or relearn material in order to exhibit mastery.

B. Key personnel and other resources used to implement each strategy/activity

- Principal
- Assistant Principals
- Guidance Counselors
- Teachers
- Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Everything will be graded on a 100-point scale.
- Students will earn number grades each and every marking period.
- Report cards will be distributed and grades transcribed quarterly.
- The Skedula/Pupil Path gradebook average will be refreshed (i.e., the average “starts fresh”) each quarter.
- Teachers are expected to input their assignment and assessment grades into Skedula/Pupil Path a minimum of once per month and at the end of each quarter.
- Monthly reports will automatically be generated and mailed to parents, based on grade information in Skedula/Pupil Path.

D. Timeline for implementation and completion including start and end dates

1. The grading policy will start in September and will continue through summer school.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

For ELL-specific, ICT, and self-contained classes, grades will be weighted as follows:

- 70% Content Mastery (45% Major Assessments, 25% Minor Assessments)
- 30% Effort (15% Effort through Homework, 15% Participation)

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).

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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2013-14 Citywide Instructional Expectations, all students will participate in Common Core-aligned assignments in ELA, Math, 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.

Beginning with ELA and Math all in-class assessments will be aligned to the CCLS. A substantial number of students will be taking either or both the CCLS ELA or Integrated Algebra in June. Further work on the instructional shift toward the CCLS will be assessed through observations of teachers' performance utilizing the Danielson Framework for Effective Teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Data and rigorous student work will be used to refine curricula and academic tasks to cognitively engage students so that they may integrate their extended higher order thinking skills into helping them solve real world problems in their work products, whether they are General Ed, ELL's or SWD's.
- Teachers will use a variety of questioning techniques, scaffolding techniques, and challenging tasks, materials and resources that stretch across curricula to assist students in their need for multiple lesson entry and endpoints. These teaching variations will be based on a research-based framework that assists in modifying pedagogy to fit diverse student needs that emphasize articulate student-to-student dialogue and academic vocabulary.
- Our teachers will create and/or choose assessments that align to the CCLS which include rubrics and grading policies. Goals and assessment criteria will student input. All involved will be responsible for collecting and analyzing the data. Teachers will then monitor as the students self and peer assess their understanding and progress and co-develop their next learning steps.

2. Key personnel and other resources used to implement each strategy/activity

- Principal
- Assistant Principals
- Guidance Counselors
- Teachers
- Parent Coordinator

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Agenda & minutes of departmental & team meetings.

4. Timeline for implementation and completion including start and end dates

1. Training began in 2012-13 with implementation ongoing for entire school year.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Departmental PD has been turned over to creation of teacher teams working on CCLS alignment within mandated curricula.

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

6.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA		Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

6.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
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.		
	Students are programmed for summer school to assist with credit accumulation.	Small group Classroom	During and after the school day 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 grade level	Classroom	During the school day

	<p>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>
<p>Science</p>	<p>Students whose IEPs specify CTT are programmed for CTT classes with two teachers.</p> <p>Students whose IEPs specify SC are</p>	<p>Classroom</p>	<p>During the school day</p>

	<p>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>Content area classes in Living Environment, Earth Science and Chemistry are taught in English with an ESL methodology in classes for ELL students.</p> <p>Peer tutoring is also available.</p>	<p>Classroom</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 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>
<p>Social Studies</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>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>Tutoring is available throughout the school day & after school.</p> <p>Students needing RCT credit are programmed for specific RCT-focused skill classes.</p> <p>Content area classes in Global History, US History, Government and Economics are taught in English with an ESL methodology in classes for ELL students.</p> <p>Peer tutoring is also available.</p> <p>Students are programmed for summer school to assist with credit accumulation.</p>	<p>Small group</p> <p>Classroom</p> <p>Classroom</p> <p>Small Group</p> <p>Classroom</p>	<p>During and after the school day</p> <p>After the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During summer school day</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Supplemental group guidance support provided to students as they transition to least restrictive environments.</p> <p>Outreach to students and parents of students not meeting promotional requirements</p> <p>Counseling services and referrals to outside agencies are</p>	<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>

	provided on an individual needs basis		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	Targeted Assistance (TA) Schools	X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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

Bayside High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 26	Borough Queens	School Number 495
School Name Bayside High School		

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

Principal Michael Athy	Assistant Principal Shana Tessenholtz
Coach type here	Coach type here
ESL Teacher Dayana Jedretic	Guidance Counselor Crystal Shim Lee
Teacher/Subject Area Sara Yazdanfar/Social Studies	Parent type here
Teacher/Subject Area Jae Lee/Korean	Parent Coordinator Sarah Milunec
Related Service Provider type here	Other Angela Bernaudo (Lab/Besis)
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3303	Total number of ELLs	192	ELLs as share of total student population (%)	5.81%
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Part II: 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														
SELECT ONE										3	4	2	4	13
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	4	2	4	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	192	Newcomers (ELLs receiving service 0-3 years)	134	ELL Students with Disabilities	17
SIFE	5	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	21

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	134	4	1	37	1	11	21	0	5	192
Total	134	4	1	37	1	11	21	0	5	192

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	10	5	12	47
Chinese										38	29	16	19	102
Russian										0	0	0	0	0
Bengali										2	0	0	0	2
Urdu										1	0	1	0	2
Arabic										1	0	1	0	2
Haitian										1	2	0	1	4
French										1	0	0	0	1
Korean										6	6	5	3	20
Punjabi										0	0	0	0	0
Polish										1	0	0	0	1
Albanian										0	1	0	0	1
Other										6	1	1	2	10
TOTAL	0	0	0	0	0	0	0	0	0	77	49	29	37	192

Part III: Assessment Analysis

Assessment Breakdown

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

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)										1	3	2	3	9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										24	13	10	12	59
Advanced (A)										52	33	17	22	124
Total	0	0	0	0	0	0	0	0	0	77	49	29	37	192

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	114	0	45	0
Integrated Algebra	9	49	9	44
Geometry	42	0	37	0
Algebra 2/Trigonometry	2	0	1	0
Math				
Biology				
Chemistry	0		0	
Earth Science	8	12	1	2
Living Environment	22	97	8	49
Physics	0		0	
Global History and Geography				
Geography	12	76	10	60
US History and Government				
US History and Foreign Language	7	55	4	40
Foreign Language		19		19
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 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' reading level in their native language and helps to inform the school's instructional plan for these students. .
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The 2012-2013 assessments have been revised. These results cannot be compared directly to previous years' results. However, based on past data, we need to focus our instruction on reading and writing. All staff members in the building are involved in this process. The whole staff is involved in implementing the common core standards in their classrooms.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?

Second Language development is considred in instructional decision by following the five principles of second language development which are: Students need to feel good about themselves and their relationships with others in second language learning situations,Comprehension naturally precedes production during the process of second language development, Second language competency develops most quickly when the learner focuses on accomplishing tasks rather than focusing on the language itself,Students can learn to read and write in a second language while they develop their oral skills and Learners acquire a second language through trial and error; mistakes are part of the natural process.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 Bernardo, LAB-BESIS Coordinator and Teacher of ESL, are responsible for conducting the initial screening process. Ms. Bernardo 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. Bernardo, the parent coordinator show the parents the video in their native language (if available) describing the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). After the child is tested, the parent is informed of the entitlement decision by Mrs. Bernardo. The placemen letter in the native language is given. At that time the parents fill out the parent survey and program request form. Choices are reviewed and if the parent chooses something other than the freestanding ESL (which is currently the only program we offer) we refer them back to the enrollment center and exaplin to them about other school that offer their choice. All of this is done within the firt 10 days of registration.

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

Before the NYSESLAT exam is given, letters are sent home to parents in both English and their native language indictaing the dates and times of the exam. Students are also given letters. Daily announcements over the loudspeaker and in classes by teachers are made.ponse to question here:
 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.
 2. DOE Video describing all three program choices (Transitiional Bilingual, Dual Language, Freestanding ESL) is shown to all parents on the very first day they come in to the school. The parent coordinator, Mrs. Sara Milunec meets with the parents and is there to answer any questions and offer support. A question and answer period clarifies the programs and parents complete a Parental Option Form selecting the program of choice for their child. The video is shown by the Parent Co-ordinator to parents of ELL students on the same day as the HLIS form is completed by the parent. We have not had to outreach to parents when a program they have chosen becomes available as this has not happened yet, however, if that should happen we are fully prepared to make outreach to that parent through the parent coordinator and a native language speaker at the school.
 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 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 corrinator in individually labeled folders. question here:

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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Each year, all eligible students are notified of their eligibility. Students are brought to a separate location in order to take the speaking test. For the listening and reading sections, students are given as much time as needed in a separate location on a separate day to take the exam.
6. 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.) 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. 
6. 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. Yes, the program choices at Bayside High School are aligned with parent requests.
- Data to support trend: This year 12 of our newly admitted students tested into ESL. We conducted orientation sessions and distributed parent survey selection forms. 12 out of 12 parents (100%) chose freestanding ESL as their first choice, bilingual as their second choice and dual language program as their third choice. The rest of our ESL students received continued entitlement letters in English and in their native language and all parents chose to stay with the freestanding ESL program their children were enrolled in.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?
 1. Our ESL /TESOL classes are self-contained. Proficiency levels on the NYSESLA 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. 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)?
 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). All mandated minutes are scheduled in block scheduling and teachers teach double or triple periods based on the students in their classes. In fact, we provide more than the mandated minutes of instruction. 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. tions here:
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 foster language development and meet the demands of the Common Core Learning Standards.
 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.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 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. Every spring we administer the Chinese Reading Test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to ensure that all ELLs are appropriately evaluated in all four modalities, teachers engage in a variety of practices, such as: building background knowledge, constantly using scaffolding techniques such as read-alouds, paraphrasing and partnering, using a variety of question types, reviewing key vocabulary, regularly giving feedback to students on their output, pacing the lesson to their student's ability level, and integrating all language skills into the lesson.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
6. 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 former ELLs receive individualized tutoring and meeting with their guidnace counselors to ensure success.

7. 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. 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.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
8. 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:	0		
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
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

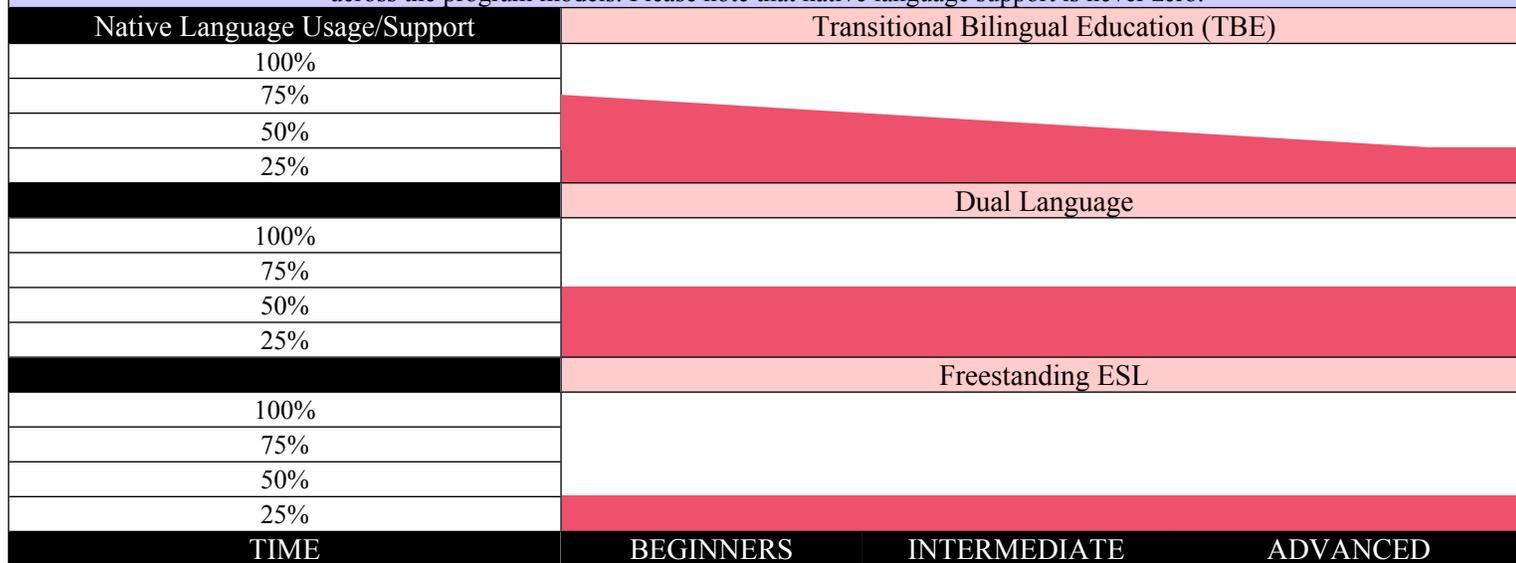
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

9. 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. 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. After reviewing our current program, we have concluded that our current program is meeting the needs of our ELLs in both content and language. They are making steady progress and having constant exposure to the English language has improved their skills.
11. What new programs or improvements will be considered for the upcoming school year?
11. For the upcoming school year, we will be offering a credit bearing ESL after-school program in order to support struggling students as well as regents review sessions in multiple subject areas.
12. What programs/services for ELLs will be discontinued and why?
12. There are no programs/services for ELLs which will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. 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 as well as Rosetta Stone and Castle learning has enhanced instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Students are enrolled in language classes in their native tongue, which support language acquisitions. Materials are purchased to support and support instruction in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. 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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
17. 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.
18. What language electives are offered to ELLs?
18. ELLs are given a 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.

19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
19. Not Applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. Faculty Conferences and Department Conferences cover many topics dealing with the common core. Professional development has been and will continue to be offered to all teachers of ELLs as they engage in the Common Core Standards. Planning conferences with Assistant Principals, peer intervisitations, webinars and individual conferences have been offered to all.
 3. 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.
 4. Training is offered through the office of English Language Learners. Teachers are responsible for maintaining their own records of ELL training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Bayside High School has an active Parent Teachers' Association, which meets on a regular monthly basis. Parents including ELL parents participate in all programs sponsored by the PTA including the School Leadership Team. Among the activities are the Multicultural events including the Korean Lunar New Year Festival, the Chinese Festival, Spanish Heritage Festival and the PTA Auction and Arts and Crafts Fair.
 2. Yes, we partner with community-based organizations such as: The Korea Society, Korean Writers' Assoc. of NY, Korean Consulate Education Center, the China Institute, Japan Society.
 3. Parents are encouraged to complete the School Survey and we also communicate with our parents in their native language via phone, letters and E-chalk. The role of parent coordinator is that of liason between the school and the parents. She meets with parents, contacts them with important information, answer questions and refers parents/students to appropriate people in the building.
 4. According to parental feedback, we service parental needs. We have given all parents E-chalk and Pupil Path 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 forms, phone calls, letters and on the school website (where available).

E. 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 High School is to ensure that ELL students become proficient in English as quickly as possible thus allowing them to benefit from the resources available to them at the school.

Part VI: LAP Assurances

School Name: Bayside High School

School DBN: 26Q495

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Athy	Principal		12/17/13
Shana Tessenholtz	Assistant Principal		12/17/13
Sarah Milunec	Parent Coordinator		12/17/13
Dayana Jedretic	ESL Teacher		12/17/13
	Parent		12/17/13
Sara Yazdanfar	Teacher/Subject Area		12/17/13
Jae Lee	Teacher/Subject Area		12/17/13
	Coach		12/17/13
	Coach		12/17/13
Crystal Shim-Lee	Guidance Counselor		12/17/13
	Network Leader		12/17/13
Angela Bernaudo	Other <u>LAB/BESIS</u> <u>Coordinato</u>		12/17/13
	Other		12/17/13
	Other		12/17/13
	Other		12/17/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: q495 School Name: Bayside High School

Cluster: 561 Network: New Visions

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.

Students are assigned to guidance counselors per their home language status on ATS. Guidance counselors then verify the home language by contacting parents. After determining the students who require language translation and interpretation, we align all school communication to translation needs.

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.

All written notifications, home contact by phone and teacher/guidance meetings require translation and interpretation for clear communication between the school and home. These findings are reported to the School Leadership Team.

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.

Written translation services will be provided by in-house school staff members. Two weeks prior to written notices are sent to student homes. Documents are translated to the home language of our students.

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.

In house school staff including guidance counselors, teachers and school aides will provide oral interpretation to parents of students who require translation.

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>.

Bayside High School ensures that limited English speaking parents are provided an opportunity and access to programs and services by providing all translated copies in the home language of the student. Also interpretation is provided at all school wide events.

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>		

