

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **26Q495**

School Name: **BAYSIDE HIGH SCHOOL**

Principal: **MICHAEL ATHY**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 26Q495
School Type: Comprehensive Grades Served: 9 - 12
School Address: 32-24 Corporal Kennedy Street, Bayside, NY 11361
Phone Number: 718-229-7600 Fax: 718-423-9566
School Contact Person: Michael Athy Email Address: Mathy@schools.nyc.gov
Principal: Michael Athy
UFT Chapter Leader: Anthony LaVecchio
Parents' Association President: Karyl Kenny, Siemone Langhorne, Sonia Rueda
SLT Chairperson: Michael Athy
Student Representative(s): Sammuel Kim and Michelle Lee

District Information

District: 26 Superintendent: Donald Conyers
6565 Flatlands Avenue, Room 104C, Brooklyn, NY 11236
Superintendent's Office Address: _____
Superintendent's Email Address: DConyer@schools.nyc.gov
Phone Number: (718) 968-4100 Fax: 718-241-9223

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael Athy	*Principal or Designee	
Tony LaVecchio	*UFT Chapter Leader or Designee	
Sonia Rueda	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sammuel Kim	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michelle Lee		
	CBO Representative, if applicable	
Jon Hirata	Member/Administration	
Shirley Labardy	Member/Administration	
Sara Margolin	Member/Teacher	
Jonathan Nuwesra	Member/Teacher	
Ronya Bracey	Member/Parent	
Maricel Faraci	Member/Parent	
Jaya Sarkar	Member/Parent	
Betsy Tam Greene	Member/Parent	
Delisa Tapia	Member/ Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Bayside High School services 3,300 students whose families reside in all parts of Queens as well as in the Bronx and Brooklyn. Its diverse student body includes 500 students with Individualized Education Plans; 700 current or former English Language Learners; 1,800 students for whom English is not a Home Language and speak one of 56 languages other than English at home; and 2,700 students' eligible for free or reduced priced lunch. BHS' 9th grade students come school from 70 different feeder schools and the school services approximately 300 overage/under credited students who are transfer in 10th through 12th grades. Students arrive with a wide variety of academic abilities and each is addressed by the school's mission which is that our students' education will combine challenging, college-focused academics; learning through authentic professional experiences and internships; a wide selection of engaging clubs, teams and events along with personalized guidance support - all designed to ensure success in college and beyond. Our consistent focus on postsecondary achievement begins at freshmen orientation and continues beyond graduation through our alumni network.

Due to its inability to be certified as a Title I School, Bayside has not been successful in concluding an umbrella agreement with a single CBO and has instead set about creating its own: Friends of Bayside, which currently coordinates with a range of community groups and businesses focused around integrating the school into its surrounding community (largely through the extensive use of school facilities by local groups) and drawing from the surrounding community for internships and other work-based learning opportunities for our students.

Among many, two special initiatives undertaken by the school are its commitment to Whole Child Guidance at the high school level- a first in New York City- and its conversion from an academic, comprehensive, zoned high school into a wall-2-wall college-focused Career & Technical Education High School of choice- another first for New York City.

Three explicit strengths of Bayside High School are its size, staff and tradition. With a population of 3,200 to 3,400 students, Bayside is a small-large high school. This critical mass enables more Advanced Placement courses, clubs and teams. The size ensures a diversity of learners which keeps the school grounded into developing solutions that work for all of its students. Bayside's staff is also diverse in its depth and areas of expertise. The staff of almost 300 come from different levels of experience (inside and outside of education) and possesses a stratagem of professional experiences. As it approaches its 80th year, Bayside's traditions (the first music program in Queens; the first Art program in Queens; a longstanding commitment to athletics; the ability to service all students while also drawing widely for the most motivated) are reflected and reimagined for the 21st Century in its six unique programs of study: Digital Art & Design; Music Performance & Production; Computer Programming & Web Design; Sports Medicine & Management; Humanities & Non-Profit Management (also a first for NYC); and Environmental Engineering & Technology.

Bayside's exceptionally high rates for attendance, graduation, credit accumulation, college placement and applications to enter the school all evidence its success to date. The school faces challenges to its further development due to lack of support from the Department of Education in the critical areas of budgeting; enrollment polices; and CTE accreditation.

Areas of focus for the coming year include expanding the CTE courses offered; designing more efficient internal systems; and creating more educationally inclusive course learning environments.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ol style="list-style-type: none"> 1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ol style="list-style-type: none"> 1. Surveys of students and parents, coupled with analysis of students’ performance on the NYS Regents (STARS) and SAT/ACT (SQG) indicate that students (and to some degree, their parents) who entered the school in 2010 and 2011 do not share the drive for academic rigor that is evident among students who entered in 2012, 2013 and 2014. This is largely attributable to the phase-in of requirements (e.g. retesting for CUNY college readiness in ELA and Math) which was not in-place when the 2010 and 2011 cohorts entered high school. 2. The concurrent phase in of our CTE programs as admissions choices has resulted in a more motivated student grouping having entered the school in 2012, 2013 and 2014 (most having selected the school rather than attending as a geographical default option). Comparisons of their attendance (ATS); Regents’ performance (STARS); and participation in school events (internal) indicates a high level of engagement and motivation to take on the more rigorous demands of college-accredited and college-focused curriculum. 3. Observations of teachers’ practice indicate that instruction, in some cases, must be redesigned to differentiate for the higher as well as lower achieving (or attempting) student. Examples of this multi-level differentiation have been identified and are being sought as models for staff-wide professional development.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
A focus for this year will be student success on required and optional New York State Regents exams and the finalization of College Accreditation courses.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Instruction in some classes must be redirected to exceed mastery of content levels expected by the New York State Regents exams as indicated by the June and August 2014 Regents participation and passing rates.	Teachers	09/04/14 - 06/30/15	Principal, Assistant Principals, modeling teachers

School needs to increase the participation rates of students in the NYS Regents exams	Counselors, parents, students, activity advisors, teachers	09/04/14 - 06/30/15	Principal, Assistant Principals
Schools needs to increase number of students exposed to rigorous, college level course work, particularly in science and math.	Math & science teachers	09/04/14 - 06/30/15	Principal, Assistant Principals, modelling teachers
Students who are not yet achieving CUNY standards (ELA=75, any Math Regents=80) will be programmed for the exam in January 2015, if necessary June 2015 and if necessary will receive appropriate remediation. Inclusion of prep courses for success on the SAT II subject tests and the SAT/ACT will be included in a selected pilot course section in the four core subject areas by January 2015. Appointment of an assistant principal for school development in the Fall of 2014 will be followed by a schoolwide curriculum analysis focused upon achieving additional college accreditation for courses in the 2014/2015 school year.	Students as described, parents, selected teachers	09/04/14 - 06/30/15	Principal, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principals, Guidance Counselors, Teachers, Parent Coordinator, Parent Leaders, Student Leaders
- Creation of Regents prep review classes
- Data correlation and publication concerning which students are taking which Regents and why
- Home contact concerning importance of Regents
- Scheduling for model teachers to demonstrate multi-level differentiation to staff
- PD to follow-up on modeling
- Citation of rigor level in Advance Observations

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. Midpoint- attendance and success rates of January 2015 Regents. After analysis of Regents’ results (and verification of failing exams by school staff), an analysis of which efforts have and have not been successful will be concluded to allow for correction toward June and August, 2015.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe		Yes		No
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specified?				
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>1. Surveys and interviews agree with a review of data from STARS that transfer-in students require extra attention to get and remain on track for graduation. Data from 2013-14 (internal) indicate that participation in school activities is not high in early grades. Surveys among parents indicate more regular contact with school counselors is desired.</p> <p>2. Surveys of deans and students indicate that classroom norms must be established as a school, not by individual teacher.</p>	

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>Beginning in Fall, 2014 and being updated throughout the year, BHS will ensure that students are assigned to and met regularly by counselors familiar with their home language/culture and with activity advisors charged with getting students involved in the school community. Also beginning in Fall, 2014 and being reinforced throughout the year, all staff will be supported by the Deans and Counselors in ensuring that classroom norms are universalized.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
The guidance counselor will conduct targeted meetings with student and parents throughout the school year.	Each individual guidance counselor’s caseload, Parents	09/04/14 - 06/30/15	Principal, Assistant Principal of Student Services, Counselors
The Activities Advisor of each grade level will maintain and be responsible on data containing student level of participation on clubs and teams.	Each activity advisor will monitor their cohort group	09/04/14 - 06/30/15	Principal, Assistant Principal of Student Life, Activity Advisors, Counselors, Athletic Director

Professional development offered to teachers and staff members will be targeted to ensure classroom norms are followed.	Teachers & Aides	09/04/14 - 06/30/15	Principal, Assistant Principal of Student Life, Activity Advisors, Counselors
A concerted effort to build out more student lockers and fully utilize the ones which the school has will be made to provide a safe place for storing articles and clothing.	Students, Parents, Teachers	9/4/14-6/30/15	Principal, Assistant Principal Student Life, Activity Advisors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principals, Guidance Counselors, Teachers, Parent Coordinator, Parent Leaders, Student Leaders; DSF Personnel
- Creation of shared google.docs to keep track of progress
- Observations of counselors and activity advisors in line with assignments
- Posting of reminders and PD concerning classroom norms

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Each quarter, observations based on data pulled from google docs concerning counselor and activity advisors will be used to evaluate performance. Monthly reports concerning the progress of deans’ referrals/citations will be reviewed concerning class room norms’ implementation.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

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|----|---|
| 1. | Teachers have coordinated preparation periods by department (STARS) which can voluntarily be used for co-planning and for the design of assessments. Contractually, the use of this period cannot be prescribed. |
| 2. | Teachers of 9 th grade students share common planning times (professional periods) during which various student-focused activities are performed (co-planning, information exchanges, parent outreach; conferences with counselors). |
| 3. | The school’s UFT was unable to schedule a vote on an SBO to better utilize time and allow for embedding of professional development for 2014-15. |
| 4. | The common planning is new to the building and requires the direction of Assistant Principals in identifying teacher leaders to ensure the time is well-spent and of value for all teachers. |
| 5. | Teachers jointly plan uniform quarterly exams by course. |

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

As permitted by programming, teachers will be scheduled for either departmental prep periods and/or common planning periods aligned with the grade level taught. Assistant Principals will endeavor to have teachers voluntarily attend PD during prep periods.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Professional development will be formulated and presented by a school based professional development committee pursuant to the DOE/UFT MOA.	All Staff	09/04/14 - 06/30/15	Principal and PD Committee
Staff participation on the grading policy committee, the safety committee, the SIT committee, attendance team and other impactful groups will be actively pursued.	All staff are invited to be involved.	09/04/14 - 06/30/15	Principal and all committee members

Administration will include recommendations to teachers concerning targeted appointments for intervisitation in their Advance post-observation notes.	All staff	09/04/14 - 06/30/15	Principal and Assistant Principals
A further SBO and/or PROSE initiative will be attempted.	All staff	9/04/14-2/27/15	Principal & UFT Chapter Leader

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Principal, Assistant Principals, Guidance Counselors, Teachers, UFT Chapter leadership; network personnel. Schedules will remain as programmed for 2014-15 with external PD meetings twice monthly per contract External PD will be encouraged for all teachers with coverages paid.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By February, the number of peer observations conducted, external and committee-produced PD events, and satisfaction level of teachers will be surveyed. A PROSE proposal will have been considered.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>1. Time study analysis of sustainability for 2013-14 indicated that an expansion of the administrative team was needed to further support student achievement, staff development and overall school development.</p> <p>2. The need for further widening of participation in school decision-making was cited in surveys of staff done in 2013-14.</p> <p>3. The need for school-sponsored external professional development of emerging school leaders was also cited from review documents of the CTE Office.</p>	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
In the Fall school leadership will be more distributed through the establishment of responsible compensatory time positions and C-6 positions. Feedback loops for teachers to advise Administration will be strengthened. Administration will be recast and expanded to fulfill the needs of a school seeking to sustain its results while planning for the future.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
All staff members will be incentivized and encouraged to join the numerous decision making committees being formed throughout the school year.	All staff will be actively encouraged to join committees.	09/04/14 - 06/30/15	Principal, Assistant Principals, Staff
Professional development will be responsive to the needs of the teachers and staff and will largely be a product of staff efforts.	Teachers & counselors	09/04/14 - 06/30/14	Principal, PD Committee
All observations conducted under Advance will “inform” the observation-recommendation-development-re-observe cycle.	Teachers	09/04/14 - 06/30/14	Principal and Assistant Principals

Additional administrators will be sought.	All staff	09/04/14 - 06/30/14	Principal, C30 committees
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal; Assistant Principals; Guidance Counselors; Teachers; Parent Coordinator; Network & PSO providers
- Coverages for teachers on PD or committee assignment

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

The number of teachers and other staff participating in committee work will exceed 50% of the total. New Administrators will be in-place by February, 2015.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

- | | |
|----|---|
| 1 | Although the school hosts numerous community groups, it remains disconnected from neighboring high schools and potential feeder schools and thus does not benefit from best practice exchange nor coordination of curriculum. |
| 2. | The Digital Art Program has acted as a leader in tapping community resources for student internships, job shadowing, and other resources. The other CTEs must follow suit. |
| 3. | The PTA has performed exceptionally well as a school advisory and advocacy group, Ways to increase its active membership are sought. |

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

Through its affiliate “Friends of Bayside” the school will sponsor outreach and events throughout the year to the surrounding community to familiarize the community with school activities with an eye toward increasing career exposure for students and reconnecting alumni. The principal will initiate outreach to surrounding schools for articulation and exchanges of best practices. The PTA will explore new ways for parents to participate beyond normal attendance at meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Bayside will conduct efforts to include the community in utilization of its building.	Community groups & schools	09/04/14 - 06/30/15	Principal, APO, FOB directors
Through its work-based learning (“WBL”) the school looks for internship opportunities for students.	Students	09/04/14 - 06/30/15	All CTE Directors & WBL Coordinator, FOB directors

Bayside will reach out to neighboring schools for best practice exchange and feeder school relationships.	Staff	9/30/14-6/30/15	Principal, APs
PTA Executive Board & PC will explore social media and other possible avenues to increase parent engagement.	Parents	9/30/14-6/30/15	PTA Executive Board; PC

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal; Assistant Principals; Guidance Counselors; Teachers; Parent Coordinator; PTA Executive Board
- Meeting times

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

A midpoint for this goal is end January by which time outreach plans will be implemented.

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Student performs below the benchmark on required checkpoints and/or assessments	Students whose IEPs specify CTT are programmed for CTT classes with two teachers.	Classroom	During the school day
	Student is failing or has failed two or more academic subjects on progress report and/or report card	Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers.	Classroom	During the school day
	Student failed two or more regents exams required for graduation	Low entering students are programmed for supplemental skills classes.	Small group	During the school day
		Tutoring is available throughout the school day & after school.	Small group	During and after the school day
		Students are programmed for summer school to assist with credit accumulation.	Classroom	During summer school day
		LEP students are programmed for double period classes.	Classroom	During the school day
		Students needing RCT credit are programmed for specific RCT-focused skill classes	Classroom	After the school day

		Peer tutoring is also available.	Small group	During the school day
Mathematics	Student performs below the benchmark on required checkpoints and/or assessments	Students performing below grade level were programmed for 4 semester Algebra classes designed to build the foundations necessary to complete high school mathematics;	Classroom	During the school day
	Student is failing or has failed two or more academic subjects on progress report and/or report card	Students with developing skills are enrolled in an intermediate course between algebra and geometry.	Classroom	During the school day
	Student failed two or more regents exams required for graduation	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;	Small group	During the school day
		Low entering students are programmed for supplemental skills classes	Small group	During the school day
		Tutoring is available throughout the school day & after school	Small group	During and after school day
		Students are programmed for summer school to assist with credit accumulation	Classroom	During the summer school day
		Students needing RCT	Classroom	After the school day

		<p>credit are programmed for specific RCT-focused skill classes</p> <p>Peer tutoring is also available.</p>	Small group	During the school day
Science	Student performs below the benchmark on required checkpoints and/or assessments	Students whose IEPs specify CTT are programmed for CTT classes with two teachers.	Classroom	During the school day
	Student is failing or has failed two or more academic subjects on progress report and/or report card	Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers.	Classroom	During the school day
	Student failed two or more regents exams required for graduation	Low entering students are programmed for supplemental skills classes.	Small group	During the school day
		Tutoring is available throughout the school day & after school	Small group	During and after the school day
		Students are programmed for summer school to assist with credit accumulation.	Classroom	During summer school day
		Students needing RCT credit are programmed for specific RCT-focused skill classes	Classroom	After the school day
		Content area classes in Living Environment, Earth Science and Chemistry are taught in English with an ESL methodology in classes for ELL	Classroom	During the school day

		<p>students.</p> <p>Peer tutoring is also available.</p>	Small Group	During the school day
Social Studies	Student performs below the benchmark on required checkpoints and/or assessments	Students whose IEPs specify CTT are programmed for CTT classes with two teachers.	Classroom	During the school day
	Student is failing or has failed two or more academic subjects on progress report and/or report card	Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers.	Classroom	During the school day
		Low entering students are programmed for supplemental skills classes.	Small group	During the school day
		Tutoring is available throughout the school day & after school.	Small group	During and after the school day
	Student failed two or more regents exams required for graduation	Students needing RCT credit are programmed for specific RCT-focused skill classes.	Classroom	After the school day
		Content area classes in Global History, US History, Government and Economics are taught in English with an ESL methodology in classes for ELL students.	Classroom	During the school day
		Peer tutoring is also available.	Small Group	During the school day
		Students are programmed for summer school to assist with credit accumulation.	Classroom	During summer school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Student may be eligible for AIS if:</p> <p>Classroom behavior is inappropriate, unpredictable, or indifferent</p> <p>Student attendance is poor</p> <p>Teachers and/or parents recommend AIS services</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 provided on an individual needs basis</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>
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bayside High 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Bayside High 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

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.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	134	4	1	37	1	11	21	0	5	192

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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	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
Intermediate(I)										24	13	10	12	59
Advanced (A)										52	33	17	22	124
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	12	76	10	60
US History and	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:

- 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.
 - 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 [AMAO 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
4. We currently only have a freestanding ESL program at Bayside High School as per parent choice.
- 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 accommodations 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.
 - We are not using ELL periodic assessments.
 - 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 considered 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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 Bernaudo, LAB-BESIS Coordinator and Teacher of ESL, are responsible for conducting the initial screening process. Ms. Bernaudo administers the HLIS and the LAB-R test. Each year in May, the NYSESLAT test is administered to all ELL students listed on the RLER to determine continued eligibility. Parents are handed the HLIS form by the pupil accounting secretary Carolanne Clem. After it is determined that this is their first time in an English Language school, and a history is conducted to verify, the parent is asked what language is spoken at home. based on their response, a HLIS in their native language is given to the parent (if available). Angela Bernardo, LAB/BESIS coordinator is called. Parent fills out HLIS, and informal interview is conducted and based on the HLIS and the interview the parent is informed that the student is eligible for testing. The parents are given an entitlement letter and the student is tested. As the students are being tested by Mrs. Bernaudo, the parent coordinator show the parents the video in their native language (if available) describing the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). After the child is tested, the parent is informed of the entitlement decision by Mrs. Bernardo. The placemen letter in the native language is given. At that time the parents fill out the parent survey and program request form. Choices are reviewed and if the parent chooses something other than the freestanding ESL (which is currently the only program we offer) we refer them back to the enrollment center and exaplin to them about other school that offer their choice. All of this is done within the firt 10 days of registration.
If students native language, is Spanish and they test into ESL, the Spanish Lab is administered by Mrs. Bernardo within the first 10 days of registration. A roster of all students is kept on file in the office of the ALB/BESIS coordinator.
Before the NYSESLAT exam is given, letters are sent home to parents in both English and their native language indictaing the dates and times of the exam. Students are also given letters. Daily announcements over the loudspeaker and in classes by teachers are made.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 (Transitional Bilingual, Dual Language, Freestanding ESL) is shown to all parents on the very first day they come in to the school. The parent coordinator, Mrs. Sara Milunec meets with the parents and is there to answer any questions and offer support. A question and answer period clarifies the programs and parents complete a Parental Option Form selecting the program of choice for their child. The video is shown by the Parent Co-ordinator to parents of ELL students on the same day as the HLIS form is completed by the parent. We have not had to outreach to parents when a program they have chosen becomes available as this has not happened yet, however, if that should happen we are fully prepared to make outreach to that parent through the parent coordinator and a native language speaker at the school.
3. 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 corrdinator 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. *①*

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 NYSESLAT exam in each class are homogeneous. Classes are organized into different levels: Beginners, Intermediate, Advanced, Transitional within a departmental organizational model. We offer freestanding ESL classes taught by a licensed ESL teacher.
2. 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 support for these students. For the newcomers, we offer 3 periods of English daily, well beyond the minimum number of instructional minutes required by the state. We stress listening skills, speaking skills, reading skills and writing 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 guidance 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 the 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
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

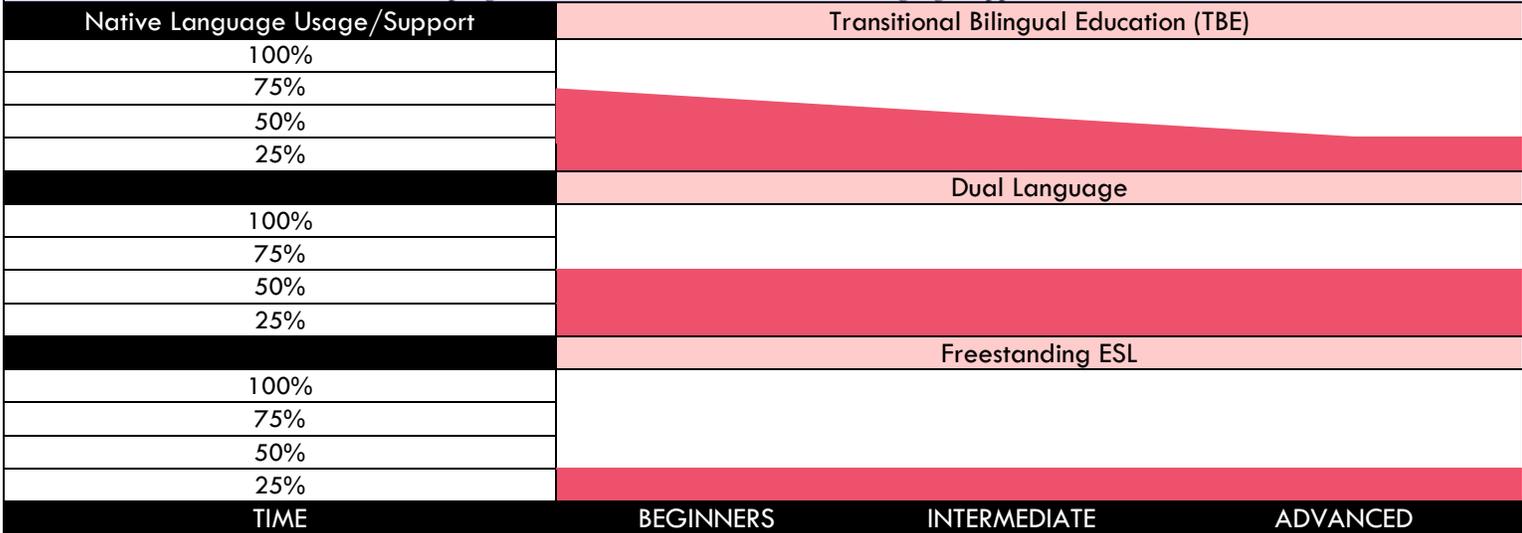
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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 confrences 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 liaison between the school and the parents. She meets with parents, contacts them with important information, answer questions and refers parents/students to appropriate people in the building.

4. According to parental feedback, we service parental needs. We have given all parents E-chalk 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Bayside High School	DBN: 26Q495
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 181
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

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 181 students in the program who speak a variety of 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. Beginning level students are given three periods of ESL per day (675 minutes per week); intermediate level students have two periods of ESL per day (450 minutes per week) and advanced level students receive one period per day of ESL (225 minutes per week) and one period per day of English Language arts (225 minutes per week).

New ELLs are identified at their feeder schools or at Bayside High School by specially trained faculty and staff, including the LAB/BESIS Coordinator, ten bilingual guidance counselors, ESL teachers and paraprofessionals who are dedicated to the advisement, appropriate placement, programming and advancement of ELLs. Particular attention is given to the identification of Students with Interrupted Formal Education (SIFE), students who are illiterate in the native language, students in need of instructional support services, and long term ELLs in order to provide the most appropriate instruction from the start. Peer support partnerships are established through the Guidance Department in order to create resources for the newcomers as well as opportunities for informal but real exchanges in the target language - English. Teachers are available to tutor ELL students daily in a designated area designed specifically for tutoring purposes. All faculty members work together to monitor the progress of newcomers and work collaboratively to effectively address their needs.

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

We offered the Saturday Academy to all of our 181 students with approximately 75-100 of our ELL students in grades 9-12, at the beginning, intermediate and advanced levels of proficiency registered. This program will concentrate on direct instruction in English language improvement and Math enrichment. Skills focused on vocabulary, reading comprehension passages, identifying sentence errors, developing your own point of view, arithmetic and algebraic word problems, data interpretation and probability, etc. Teachers will use materials supplemented by Method Test Preparation and Rosetta

Part B: Direct Instruction Supplemental Program Information

Stone. The program will take place on Saturdays from 8:00am to 12:00pm. The students attending are in grades 9-12 and are placed in one of three sections based on their scores on the NYSESLAT exam, with a maximum of 25 students in each section. One section will run for the beginner students and two sections will run for the intermediate and advanced students. The English sections will all be taught by certified ESL teachers and the Math content area teacher will be supported by a push-in ESL certified teacher. The program will run for 17 sessions throughout the year, beginning on November 15, 2014. There will be 4 teachers involved, who will all be licensed and New York State certified personnel.

Part C: Professional Development

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

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

Begin description here: The school provides professional development for all teachers and guidance staff on delivery of instruction and services to ELLs. All staff is responsible to monitor the progress of these students and work collaboratively to address their needs. Professional development is conducted during department meetings, on staff development days and, at conferences outside of the building.

The LAB/BESIS Coordinator and the Assistant Principal of ELL will be presenting professional development for four teachers who are teaching in the Saturday Academy from 12pm-1pm. The tentative dates/schedule is as follows:

November 15, 2014 - Rosetta Stone/Castle Learning Method Tets Prep training

December 6, 2014 - Quality Teaching for ELLs

December 20, 2014 - Differentiating/Scaffolding Instruction

January 17, 2015 - Developing Instructional Strategies for Student Success

January 24, 2015 - Creating a Positive Climate for Learning

February 7, 2015 - Advanced Literacy Skills

February 14, 2015 - Using Data to Support Literacy

March 7, 2015 - Teaching Vocabulary

March 21, 2015 - SIFE

March 28, 2015 - Selecting texts

April 18, 2015 - Creating Opportunities to read, speak, and write

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- 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 and 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.

Tentative schedule for parent workshops (Scheduled for 6:30pm) and presenters:

October 1, 2014 - School Standards - Principal

October 15, 2014 - PSAT/SAT - Princeton Review

November 19, 2014 - AP Security

January 29, 2015 - Financial Aid - HESA Higher Education

February 25, 2015 - College Night - College Wise

March 18, 2015 - Surviving the Teenage Years - Sonia Rueda, Family Advocate

April 15, 2015 - Common Core - Assistant Principal

May 20, 2015 - Skedula/EChalk - AP Data/Testing

June 17, 2015 - College Now - Jennifer Chu, Guidance Counselor, Liaison

Ten Guidance counselors will hold two evening guidance ELL nights for approximately 33 hours between 6pm-8pm. Tentative dates for these workshops will be February 10, 2015 and May 19, 2015. The need for the evening sessions is ensure that we are able to make contact with and support all parents, most of whom work during the day and are unable to attend meetings with the counselors during the school

Part D: Parental Engagement Activities

day. Ten Guidance Counselors are on staff because we program the ELL students to be served by a counselor who speaks the home language of that student (ex - Korean students have a Korean speaking counselor, Chinese students have a Chinese speaking counselor, etc.). Counselors will begin the sessions by presenting a powerpoint for parents on "What ELL students can expect when applying for College" as well as discuss a College Readiness pacing calendar (in multiple languages). Parents will then be given the opportunity to break out into workshops on the following topics: (1) tutorials on how to use scholarships geared specifically to ELL students, (2) meet with ESL alumni guest speakers who are presenting their struggles and successes in their college and job application process (3) meet with their child's counselor who will translate and interpret current guidance documents, (4) small focus groups of ELL parents whose children have interests in the same field of study and help them create a list of colleges that focus on that particular field. Additionally, parents will be able to use this time to speak to counselors and ask any questions/discuss any concerns they might have. The second Guidance Night will mirror the first night with the addition of breakout groups on (1) summer classes students will be eligible to take at Bayside High School, (2) next steps for students to take over the summer in preparation for their College Applications, (3) what colleges look for in a well written college essay.

Parallel to these guidance nights, we will be running separate nights with similar content to parents of our FELL students.

Part E: Budget

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

Allocation Amount: \$21872

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)	\$14,010.72	Teacher salaries for Saturday Academy. Total of 17 sessions X 4 hours each session for 4 teachers @\$51.51 per hour = 272 hours
<ul style="list-style-type: none"> • Per session • Per diem 	\$2,266.44	Professional Development for teachers. Total of 11 hours per teacher for 4 teachers @\$51.51 per hour = 44 hours
	\$1804.84	Guidance Night. Total of 3.3 hours each for 10 Guidance Counselors @\$53.64 per hour = 33 hours (appx)

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$21872

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1790.00	Consummable Supplies Postage and paper for parent involvement 50 study guide textbooks to support Math/ELA enrichment
Educational Software (Object Code 199)	\$2,000	Method Test Prep, supplemental online instruction
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____