

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **BAYSIDE HIGH SCHOOL**

Principal: **MICHAEL ATHY**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bayside High School School Number (DBN): 26Q495
Grades Served: 9-12
School Address: 32-24 Corporal Kennedy Street
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: Jonathan Nuwesra
Parents' Association President: Sonia Rueda
SLT Chairperson: Betsy Tam-Greene
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Simone Langhorne
Student Representative(s): Neeharika Bhatt
Jennifer Kim

District Information

District: 26 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Room 307, Flushing, NY 11354
Superintendent's Email Address: Jmendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: _____
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Jonathan Nuwesra	*UFT Chapter Leader or Designee	
Sonia Rueda	*PA/PTA President or Designated Co-President	
Ivelis Medina-Arias	DC 37 Representative (staff), if applicable	
Simone Langhorne	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Neeharika Bhatt	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jennifer Kim	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jonathan Hirata	Member/ Administrator	
Daniel Tizol	Member/ Administrator	
Sara Margolin	Member/ Teacher	
Miriam Riaz	Member/ Teacher	
Delisa Tapia	Member/ Parent	
Betsy Tam-Greene	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jaya Sarkar	Member/ Parent	
Suzanne Eng	Member/ Parent	
Dana Friedman	Member/ Parent	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Bayside High School services 3,200 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 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.

Bayside High School has created 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. These two initiatives have helped Bayside progress forward. Families realize we are a caring institution. Bayside had over 13,000 high school applications for the 2015-15 school year. Our parents are consistently using Skedula to remain informed on their children's progress. Our PTA is very involved in school activities and helped Bayside in achieving a 99% participation rate for Title I. Of the 'The Six Elements of the Framework for Great Schools', Bayside High School has made the most progress within 'Supportive Environment'. In accordance with our Whole Child Guidance model, students and parents feel prepared for both college and careers.

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 enters 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 policies; and CTE accreditation.

Paralleling the Quality Review, Bayside High School seeks to further expand methods of rigorous instruction in order to increase cross-curricular coherence. More specifically, areas of focus for the coming year include expanding the CTE

courses offered; more rigorous college and career alignment with more professional development on college and career alignment; designing more efficient internal systems; and creating more educationally inclusive course learning environments.

26Q495 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	3331	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	42	# SETSS	11	# Integrated Collaborative Teaching	146
Types and Number of Special Classes (2014-15)					
# Visual Arts	67	# Music	153	# Drama	N/A
# Foreign Language	258	# Dance	N/A	# CTE	28
School Composition (2013-14)					
% Title I Population	1.6%	% Attendance Rate			91.2%
% Free Lunch	60.0%	% Reduced Lunch			13.4%
% Limited English Proficient	5.7%	% Students with Disabilities			13.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			12.1%
% Hispanic or Latino	27.0%	% Asian or Native Hawaiian/Pacific Islander			40.2%
% White	18.9%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)			9
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			17
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)			8.78
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	70.7%	Mathematics Performance at levels 3 & 4			74.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	96.6%	% of 2nd year students who earned 10+ credits			90.7%
% of 3rd year students who earned 10+ credits	90.6%	4 Year Graduation Rate			90.7%
6 Year Graduation Rate	94.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Surveys of in-class observations, lesson plan review, Quality Review documentation, and dialogue among administration, faculty, students, and parents indicate need for increased curricular coherence and cross-disciplinary curricular development. With emphasis on Common Core incorporation, additional research and development for ongoing growth amongst all learning populations - especially SWDs and ELLs - in conjunction with dialogue among all stakeholders is essential.

Currently, Bayside High School’s Digital Art & Design Program is state-approved. Our remaining programs are seeking approval. Within the tenets of coherence and in order to support rigorous instruction, cross-curricular development and integration among all disciplines, inclusive of CTE electives, will yield additional growth, progress, and level of understanding among all learners.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To support students to demonstrate academic and personal growth, a focus for this year will be an increase in the amount of students passing NYS Regents Exams. School staff will develop cross-curricular curriculum to reinforce major Regents ideas across all disciplines. Based on data from previous Regents testing administrations and uniform Quarterly exams, school staff will tailor curriculum in accordance with student areas of difficulty to insure increase in passing percentage. We anticipate an increase of 2% in Regents passing rates for June, 2016 in Algebra, ELA, Global, and US History over the passing rates for the same Regents in June, 2015. Based on student performance on January 2016 Regents exams, school committees will meet in February 2016 to analyze Regents result trends and make adjustments as necessary.

MidYear Adjustment:

-The SLT’s review of data indicates that the above goal requires specificity beyond overall Regents passing rates and is thus restated as:

By June, 2016’s Regents Administration, the 849 students in cohort 2013 (graduating class of 2017) will have passed 90% of the

4,245 Regents examinations required for their graduation (3,821 tests in total).

These required Regents are English, one Math, one Science, Global History and

US History. Students may substitute a second Math or a second Science for either Global History or US

History.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Review of students’ performance on NYS Regents Exams in June 2015, August 2015, and January 2016.</p>	<p>Teachers</p>	<p>9/9/15 – 6/28/16</p>	<p>Principal, Assistant Principals, modeling teachers, faculty teams</p>
<p>Attendance and participation in Professional Development related to Common Core integration, learning standards for General Education, SWD, and ELL students.</p>	<p>Teachers, Assistant Principals</p>	<p>9/9/15 – 6/28/16</p>	<p>Principal, Assistant Principals, modeling teachers, faculty teams</p>
<p>Development of teacher teams for cross-curricular curriculum development and curricular coherence review.</p>	<p>Teachers, Assistant Principals</p>	<p>9/9/15 – 6/28/16</p>	<p>Principal, Assistant Principals, modeling teachers, faculty teams</p>
<p>Review of student performance on uniform quarterly exams, quarterly averages, and Regents testing administrations. Outreach to Parents via Pupil Path, E-Chalk, and in-person or virtual dialogues for faculty, Guidance Counselors, and Parent Coordinator.</p>	<p>Teachers, Assistant Principals, Parent Coordinator, Guidance Counselors</p>	<p>9/9/15 - 6/28/16</p>	<p>Principal, Assistant Principals, modeling teachers, faculty, Parent Coordinator, Guidance staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Midpoint-attendance and success rates of uniform quarterly exams and Regents exams in January 2016. Based on student performance and levels of student growth, a review of strategies and teacher team work will be reviewed, enhanced, and amended.
The below resources will be used in order to implement our action plan:

OTPS - Postage will be used for progress reports to be mailed home and distribute to each student, parent and staff member.
 Data analysis scanner will be purchased for an item analysis per student per test.
 Per session - Teacher and guidance counselor per session will be scheduled to review student performance and intervention.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Data is to be reviewed in February 2016 to note progress on January 2016 Regents exams

- Principal, Assistant Principals, Faculty, Guidance Counselors, Parent Coordinator, Parents
- Professional Development
- Data tabulation of student performance on uniform quarterly exams, quarterly averages, and Regents testing administrations
- Home contact
- Scheduling for meeting of teacher teams

Citation of rigor level in Advance observations

A midpoint benchmark toward our annual goal would be an increase of 1% in January 2016 Vs. January 2015 passing rates for Algebra, ELA, Global & US Regents .

MidYear Adjustment:

-The above review resulted in a restatement of this Annual Goal (see above Part 2 Annual Goal).

After including the results of the January Regents and February special administration of Algebra, 642 of 849 students in cohort 2013

have passed all five of the Regents they require for graduation (75.6% of the students in cohort 2013; 3,210 of 4,245 tests required).

The remaining 207 students in cohort have passed 405 of the 1,035 tests they require to graduate (39.1%).

Meeting our goal of having the 849 students in cohort 2013 complete 90% of the 4,245 tests they require for graduation (3,821 tests)

will require that these 207 students collectively pass an additional 206 of their collective 630 remaining required Regents.

Action Plan Adjustment-

-Further analysis of data indicates that the majority of the 207 cohort 2013 students who need to pass 1 or more of their required

Regents (1,035 tests in aggregate) are from students in the cohort's lowest third entering. Adjustments to students' schedules to afford in-day Regents review and initiation of Learnerpal, a program introduced during an inter visitation with neighboring

Benamin N. Cardozo High School, are underway to further support these students' success.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Dedication to the instructional focus of “Bayside = College,” and desire to increase student participation and success on NYS Regents exams demonstrate a need for additional support for SWDs and ELLs.

Bayside High School currently has faculty members and Guidance staff working toward expansion of necessary credentialing and methods by which to create cross-curricular coherence and additional student support.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Bayside High School seeks to expand student performance among ELLs and SWDs on Regents exams. Data from previous Regents testing administrations and uniform quarterly exams will determine students' level of mastery. In accordance with CR Part 154, some Bayside High School teachers are completing additional credentials in TESOL in order to support growing student need. Review of data and increase in faculty certification will yield additional student support for success on Regents exams by ELLs and SWDs. With constant dialogue and professional development among administration, faculty, Guidance Counselors, students and parents, students can demonstrate additional progress and prosper within a supportive environment. For these subgroups, the goals for Regents passing are targeted to Algebra, US History, and ELA on which we aim to produce and increase of 4% in passing rates in June, 2016 compared with the same in exams in June, 2015.

MidYear Adjustment:

In coordination with the revised goal of Section 5A, the above goal requires specificity beyond overall Regents passing rates and is thus restated as:

By June, 2016's Regents Administration, all cohort 2013 (graduating class of 2017) identified as SWD (104) or ELLs (31) or both SWD & ELL (11) will have passed 75% of the Regents Exams required for their graduations (146 students total requiring 730 tests; goal of 75%=548 tests).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Introduce faculty members to CR Part 154 and licensing expansion methods.</p>	<p>Faculty</p>	<p>9/9/15 – 6/28/16</p>	<p>Principal, Assistant Principals</p>
<p>PD to expand faculty awareness of curricular coherence and best practices for ELLs and SWDs.</p>	<p>Faculty</p>	<p>9/9/15 – 6/28/16</p>	<p>Principal, Assistant Principals</p>
<p>Review of ELL and SWD performance on January 2016 Regents exams to modify and adjust classroom techniques.</p>	<p>Students, Parents</p>	<p>9/9/15 – 6/28/16</p>	<p>Principal, Assistant Principals</p>
<p>Outreach to parents and ongoing dialogue via meetings with parents, faculty, Guidance Counselors, and students to review student performance. Guidance Counselors will be matched to designated students and parents via Home Language.</p>	<p>Students, Parents</p>	<p>9/9/15 – 6/28/16</p>	<p>Principal, Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Midpoint-attendance and success rates of Regents exams in January 2016. Faculty pursuit of additional licensing requirements and faculty growth as noted in CR Part 154 will be reviewed in January 2016. Dialogue among parents, students, Guidance Counselors, and faculty members will remain throughout the course of the school year. The below resources will be used in order to implement our action plan:</p> <ul style="list-style-type: none"> Title III - Saturday Academy Enrichment for ELL learners. Prep coverages to facilitate teacher meetings. Purchase Skedula/Pupil Path for parent involvement/outreach. OTPS - Postage will be used for progress reports to be mailed home and distribute to each student, parent and staff member. Tuition reimbursement for professional development, AP conferences, CTE coursework, SWD training Data analysis scanner will be purchased for an item analysis per student per test. Per session - Teacher and guidance counselor per session will be scheduled to review student performance and intervention.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Data is to be reviewed in February 2016 to note progress of ELLS and SWDs on January 2016 Regents exams.</p> <ul style="list-style-type: none"> • Principal, Assistant Principals, Faculty, Guidance Counselors, Parent Coordinator, Parents • Professional Development • Faculty coursework in conjunction with CR Part 154 • Data tabulation of student performance on Regents testing administrations • Home contact <p>Scheduling for meeting of administration, faculty, Guidance Counselors, parents, and students A midpoint benchmark toward our annual goal would be an increase of 1% in January 2016 Vs. January 2015 passing rates for Algebra, ELA, & US Regents for students in these subgroups.</p> <p>MidYear Adjustment: -The above review resulted in a restatement of this Annual Goal (see above Part 2 Annual Goal). After including the results of the January Regents and February special administration of Algebra, data indicates that 40 of the 146 students identified as ELL, SWD, or both, have passed all 5 of their required Regents (200 tests) while 106 have passed a collective 218 tests and still require 312 to complete their Regents. With our revised goal of 75% of all tests for these 146 students (548 tests); these remaining 106 students will need to pass 130 Regents. (Goal: 730 x 75%= 548- 418 passed= 130 required).</p> <p>Action Plan Adjustment- -Adjustments to students'schedules to afford in-day Regents review and initiation of Learnerpal, a program introduced during an inter visitation with neighboring Benamin N. Cardozo High School, are underway to further support these students' success.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As noted through Quality Review post-conferences and discussion, a focus on additional collaborative professional learning in which the instructional focus remains student progress and growth is essential.

Bayside High School currently has integrated Common Planning within faculty scheduling in some departments; growth of this model throughout the building would inspire continuous student progress and deeper levels of curricular understanding.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Bayside High School will expand the organization of teams whereby additional focus can be placed on cross-curricular coherence, differentiation, common planning, college-focused curriculum, professional development, and student engagement. Our goal for 2015-16 is for at least 60% of teachers and counselors to be participating in the work of teams in these areas,

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop weekly schedule whereby faculty will have flexibility to meet and fulfill committee-based initiative.</p>	<p>Faculty</p>	<p>9/9/15 - 6/28/16</p>	<p>Principal, Assistant Principals</p>

Organize teacher teams for: curriculum development and cross-curricular coherence, common planning and parental outreach, and enhancement and review of uniform grading policy.	Faculty	9/9/15 - 6/28/16	Principal, Assistant Principals
Review teacher team work and share with members of the administration, faculty, and staff.	Faculty	9/9/15 - 6/28/16	Principal, Assistant Principals
Integrate developed curricula and conduct peer-observations to monitor and adjust best practices.	Faculty	9/9/15 - 6/28/16	Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Principal, Assistant Principals, Faculty, Guidance Counselors, Parent Coordinator, Parents Flexibility of faculty scheduling for team meetings and peer-observations <p>Necessary technology for parental outreach The below resources will be used in order to implement our action plan: Title III - Saturday Academy Enrichment for ELL learners. Prep coverages to facilitate teacher meetings. Purchase Skedula/Pupil Path for parent involvement/outreach. OTPS - Postage will be used for progress reports to be mailed home and distribute to each student, parent and staff member. Tuition reimbursement for professional development, AP conferences, CTE coursework, SWD training, ELL training Data analysis scanner will be purchased for an item analysis per student per test. Per session - Teacher and guidance counselor per session will be scheduled to review student performance and intervention.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Data is to be reviewed in February 2016 to asses the formulation, participation, and work products of the teams. A benchmark for participation in February will be 40% of teachers & counselors participating in the work of the teams and all teams established and operational.
Progress will also be measured on through the agendas, discussions, outreach, and resulting work products developed within team meetings. As peer-observations an presentations are conducted, post-observation conferences will allow for further dialogue and amendments to curricula and resulting best practices.
Review of the above data and plan for remaining observations and PD indicate that the school is on-target to meet the above goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

With the emergence of our 6 CTE programs: Digital Art & Design, Music: Performance & Production, Computer Programming & Web Design, Non-Profit Management & Humanities, Environmental Engineering & Technology, and Sports Medicine & Management, an expansion of CTE faculty, increase in the number of Program Directors, and pursuit of additional Work-Based Learning Coordinator certifications amongst our staff will lead to further student participation and growth of industry-based partnerships.

Currently, Bayside High School’s programs remain extremely attractive among Junior High School students and parents; thus growth of CTE personnel and licensing is expected to inspire future student growth and collaboration between Bayside High School faculty and industry-based personnel.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Bayside High School will increase CTE personnel by hiring additional faculty, adding additional Program Directors, and increasing the number of faculty members who hold the Work-Based Learning Certification. Increase in personnel during the 2015-2016 school year will support increases in student participation in college accredited courses, and participation in Work-Based Learning Activities. We expect an increase of 5% in the number of students participating in CTE and/or college accredited coursework and/or WBL activities (June, 2016 Vs. June, 2015) and an increase of 4% in the number of teachers bearing CTE or college accreditations (again June, 2016 Vs. June, 2015)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Post-compensatory time positions for CTE Program Directors and Work-Based Learning Coordinators. Interview applicants.</p>	<p>Faculty</p>	<p>6/10/15 - 6/22/15</p>	<p>Principal, Assistant Principals</p>
<p>Interview and hire additional CTE personnel currently holding appropriate CTE licenses.</p>	<p>Potential employees</p>	<p>6/10/15 - 9/9/15</p>	<p>Principal, Assistant Principals</p>
<p>Provide new Program Directors with Professional Development to gain a deeper understanding of CTE program approval requirements, college accreditation, integration of SWDs and ELLs, Work-Based Learning sequencing, selection and implementation of technical assessments, review and amendment of Work-Skills Employability Profiles, and expansion of partnerships.</p>	<p>CTE Program Directors</p>	<p>9/9/15 - 6/28/16</p>	<p>Principal, Assistant Principals</p>
<p>Acquire additional college accreditation, expand Work-Based Learning sequences, organize, administer, and conduct data analysis of technical assessments, review and amend Work-Skills Employability Profiles, expand partnerships, internships, and Industry Advisory Board.</p>	<p>CTE Program Directors</p>	<p>9/9/15 - 6/28/16</p>	<p>Principal, Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Principal, Assistant Principals, CTE Program Directors, Post-Secondary Partners, Industry Partners • Relief of teaching periods for CTE Program Development, Increase in post-secondary and industry-based connections, and Work-Based Learning Expansion. <p>The below resources will be used in order to implement our action plan: Tuition reimbursement for professional development, college accreditation conferences, AP conferences, CTE coursework, SWD training, ELL training OTPS - Equipment, student trips and supplies per VTEA proposal. Per Diem/Prep Pd. Coverage - Prep coverage will be scheduled so teachers/program directors can attend meetings. Data analysis scanner will be purchased for an item analysis per student per test.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>X</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Data is to be reviewed in February 2016 in conjunction with deadlines posed by the CTE Office and scheduling of Industry Advisory Board meetings comprised of Bayside High School staff, industry-based partners, and post-secondary partners.

As a midpoint benchmark, we will review the licensing progress of teachers working toward their CTE or college, accreditations in January, 2016 to ensure progress toward the June goal.

As a midpoint benchmark, we expect that the number of students participating in college accredited coursework and/or CTE coursework and/or WBL activities to be at least 2% higher in February, 2016 compared with February, 2015.

Review of the above data and plan for remaining observations and PD indicate that the school is on-target to meet the above goals. The school is scheduled for CTE NYS Review of its Computer Programming CTE in March and has been selected as a host site for NYCDOE Summer CTE Scholars- an expanded WBL program.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Bayside High School’s CBO model through our “Friends of Bayside” is in development. An additional merging of Bayside High School faculty and staff, parents, Alumni, and members of our local community will further promote neighborhood awareness and support of growth of Bayside High School programs and partnerships. Currently our Alumni Relations Directors are working rigorously to organize multiple initiatives in celebration of Bayside High School’s 80th Anniversary.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Bayside High School will further develop the CBO model through “Friends of Bayside” and increase membership and community outreach to strengthen partnerships among current faculty and staff, parents, Alumni, and members of our local community, Bayside High School aspires to develop additional community collaboration toward securing partners that can provide internship and other opportunities for students. The goal for 2015-16 is for "Friends of Bayside" to sponsor a minimum of two schoolwide community & career expositions for students and to attain a membership of at least 100 active members.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Posting, interviewing, and selection of candidates for Bayside High School's Alumni Relations Directors.	Faculty	6/10/15 - 9/9/15	Principal, Assistant Principals
Meetings of Friends of Bayside and community-based outreach to increase membership and participation in planning of 80th Anniversary commemoration.	Faculty, Parents, Students, Members of Local Community, Friends of Bayside Committee	9/9/15 - 6/28/16	Principal, Assistant Principals
Technology-based approaches to further awareness regarding Friends of Bayside and inspire additional partnerships.	Faculty, Parents, Students, Members of Local Community, Friends of Bayside Committee	9/9/15 - 6/28/16	Principal, Assistant Principals
Cross-coordination among Friends of Bayside personnel, CTE Program Directors, and Partnerships Coordinator.	Faculty, CTE Program Directors, Partnerships Coordinator, Parents, Students, Members of Local Community, Friends of Bayside Committee	9/9/15 - 6/28/16	Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Principal, Assistant Principals, CTE Program Directors, staff, parents, Guidance Counselors, Parent Coordinator • Relief of teaching periods for expansion of Friends of Bayside initiatives by Alumni Relations Directors, Partnerships, Coordinator, and CTE Program Directors • Scheduling flexibility to meet with members of the local business community <p>The below resources will be used in order to implement our action plan:</p> <p>OTPS - Postage will be used for reports to be mailed home and distribute to each student, parent and staff member.</p>
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Per Diem/Prep Pd. Coverage - Prep coverage will be scheduled so all involved parties can attend meetings.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress will be monitored through the agenda and minutes of monthly meetings; the attendance at events; and the roster of active members.
 A midpoint benchmark for this goal is for Friends of Bayside to sponsor one Fall event for students and to have an active membership of 50 members.

Review of the above data indicates that the school is on-target to meet the above goals. An alumni directory and series of events concerning the school's 80th anniversary in Spring have resulted in Friends of Bayside expanding its membership. The reopening of the school's facilities to the community following a three-year renovation has resulted in an increase in community usage and interest in usage.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.)
<p>English Language Arts (ELA)</p>	<p>Student performs below the benchmark on required checkpoints and/or assessments Student is failing or has failed two or more academic subjects on progress report and/or report card</p> <p>Student failed two or more regents exams required for graduation</p>	<p>Students whose IEPs specify CTT are programmed for CTT classes with two teachers.</p> <p>Students whose IEPs specify SC are programmed for SC classes with dual licensed teachers.</p> <p>Low entering students are programmed for supplemental skills classes.</p> <p>Tutoring is available throughout the school day & after school.</p> <p>Students are programmed for summer school to assist with credit accumulation.</p> <p>LEP students are programmed for double period classes.</p> <p>Students needing RCT credit are programmed for specific RCT-focused skill classes</p>	<p>Classroom</p> <p>Classroom</p> <p>Small group</p> <p>Small group</p> <p>Classroom</p> <p>Classroom</p> <p>Classroom</p> <p>Small Group</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During and after the school day</p> <p>During summer school day</p> <p>During the school day</p> <p>After the school day</p>

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

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

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

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<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. 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:

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

Part 1: Title I Status

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

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.
Assistant Principals will attend various teacher placement fairs, including the New York City Teaching Fellows Placement Fair. We continue to create linkages with local colleges so that we train student teachers and actively recruit those candidates whom we feel are most likely to succeed.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development topics are discussed and a part of our department and faculty conferences. We participate in all borough-wide and citywide staff development. Ongoing training and professional development is provided through formal and informal observations, attendance at university and community workshops, and supervisory assistance. Teachers also have the option of participating in inter-visitation and becoming a buddy teacher to new teachers. We also fully participate in the New York City Mentoring Program, assisting new staff members in teaching techniques, strategies, and professional development.

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).
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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.).

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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.

- Teachers gather and analyze a comprehensive range of data, which includes but is not limited to periodic assessments, regents' exams and diagnostic assessments.
- Train & Coach staff to use data in planning & assessment-particularly for underachieving students as measured by scholarship reports at end of each marking period.
- School leaders have aligned professional development to the needs of the teachers and to the Professional Teaching Standards.
- The Principal has made strategic decisions regarding staffing, scheduling and the use of resources to support students achievement.
- Standardize the recording of formative assessments & disseminate data to staff in a timely manner including year-to-year and grade level performance data. Progress measured by ongoing informal/formal feedback by teachers throughout each term.
- Encourage teachers to access data & to use pupil personnel services as measured by informal/formal feedback by guidance staff and teachers throughout each term.
- Streamline & increase staff participation & transparency in programming. Progress measured by ongoing informal/formal feedback by teachers and staff at end of each term.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,288,058.00	x	5A, 4a; 5B, 4a; 5C, 4a; 5D, 4a; 5E,4a
Title II, Part A	Federal			
Title III, Part A	Federal		x	
Title III, Immigrant	Federal	18,624	x	5A, 4a; 5B, 4a; 5C, 4a; 5D, 4a
Tax Levy (FSF)	Local	\$17,255,158	x	5A, 5a; 5b, 4a; 5C, 4a; 5D, 4a; 5E, 4a

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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)

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, School Quality 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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: <u>Bayside High School</u>	DBN: <u>26Q495</u>
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: <u>181</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At Bayside High School there are 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 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.

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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

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Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ To promote active parent participation and to ensure complete understanding and informed choice, communication with parents is done in multiple major languages - Chinese, Korean, Spanish, English - and facilitated by the Administrative Staff, the LAB/BESIS Coordinator, the Guidance Department and the Parent Coordinator. At the start of each school year, parents of ELLs are invited to meet with the school faculty at an open house during which city and state standards and assessments and ESL and Bilingual Program expectations, requirements and curriculum are explained. Invitations are sent out in English with translations in the three major languages that our ELLs speak: Chinese, Korean and Spanish. Translators are available at this and all other school functions (Parent Teacher Conferences, PTA meetings, College Nights, Financial Aid Meetings, Awards Assemblies) Furthermore, Department of Education publications offered in languages other than English are made to address the needs of all parents.

Staff members who deal directly with the ELL population also serve to familiarize incoming and current

Part D: Parental Engagement Activities

students and their parents with the language Allocation Policy , ESL Curriculum and Instruction, the city and state standards amd assessments, and supplemental education opportunities as well as address any concerns or questions they may have. Ongoing parent outreach throughout the school year via phone calls with teachers of ELL students are also scheduled.

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

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.
		<u>hours</u> <u>Guidance Night. Total of 3.3 hours each for 10 Guidance Counselors @ \$53.64 per hour = 33 hours (appx)</u>
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. 	<u>\$1790.00</u>	<u>Consummable Supplies</u> <u>Postage and paper for parent involvement</u> <u>50 study guide textbooks to support Math/ELA enrichment</u>
Educational Software (Object Code 199)	<u>\$2,000</u>	<u>Method Test Prep, supplemental online instruction</u>
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Michael Athy	Assistant Principal Shana Tessenholtz
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Crystal Shim Lee
Teacher/Subject Area Janet Gerber	Parent Helen Moon
Teacher/Subject Area Dayana Jedretic	Parent Coordinator Ivy Medina Arias
Related-Service Provider Jamie Hermel	Borough Field Support Center Staff Member type here
Superintendent Donald Conyers	Other (Name and Title) Angela Bernaudo (LAB/Besis)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	4	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	3167	Total number of ELLs	161	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	161	Newcomers (ELLs receiving service 0-3 years)	99	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	49	Long-Term (ELLs receiving service 7 or more years)	13

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	99	0	0	49	0	4	13	0	9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										18	6	1		0
Chinese										76	25	11	1	0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian												1		0
French										1				0
Korean										4	2			0
Punjabi														0
Polish														0
Albanian										1				0
Other										13				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										23	1			0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										50	14	7		0
Expanding (Advanced)										42	17	6	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1	1	14	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - We use the NYSESLAT and NYSITELL exams as an indication of a student's level of skill. Regents exams given in Chinese and Korean are a good indicator of a students' reading level in their native language and helps to inform the school's instructional plan for these students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - 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 NYSITELL data reveals that most over the counter students seemed to have had exposure to English in their Native Country and are scoring at the Emerging, Transitioning and Expanding levels. Some are even scoring at the Commanding level. Students do better on the passive skills of listening and reading comprehension but their writing and speaking skills need more focused instruction.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Bayside High School uses the AMAQ as a guide to whether or not the ELL students are making progress and hitting targets for AMAQ 1 and AMAQ 2. The AMAQ 1 target for the year 2014-2015 school year was 67.4% and it was met by our students. The data reveals that we are making steady progress and our students are exceeding the targets.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Not Applicable

6. How do you make sure that a student's new language development is considered in instructional decisions?

6. 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 and, 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 target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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, NYSITELL/BESIS Coordinator and Teacher of ESL, are responsible for conducting the initial screening process. Ms. Bernaudo administers the HLIS and the NYSITELL. 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 by the child. Based on their response, a HLIS in their native language is given to the parent (if available). Angela Bernaudo, NYSITELL/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 shows 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. Bernaudo. The placement letter in the native language is given. At that time the parents fill out the Parent Survey and Program Selection form. Choices are reviewed and if the parent chooses something other than the freestanding ESL (which is currently the only program we offer) we refer them back to the enrollment center and explain to them about other school that offer their choice. All of this is done within the first 10 days of registration. If student's native language, is Spanish and they test into ESL, the Spanish LAB is administered by Mrs. Bernaudo within the first 10 days of registration. A roster of all students is kept on file in the office of the NYSITELL/BESIS coordinator. Before the NYSESLAT exam is given, letters are sent home to parents in both English and their native language indicating the dates and times of the exam. Students are also given letters. Daily announcements over the loudspeaker and in classes by teachers are made.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
2. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. 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. Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
- When a student with an IEP enrolls in the NYCDOE and is eligible to go through the ELL identification process, the school must determine the student's home language (HL) using the Home Language Identification Survey (HLIS)
- If the student's HL is not English, the principal must form a Language Proficiency Team*, which consists of the following: A school administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title (or his or her designee) and the student's parent or guardian. Interpretation services for parents provided if necessary.
- If the LPT determines that the student should take the NYSITELL, the school immediately proceeds with the administration of the NYSITELL. However, if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the decision is sent to the principal for review.
- If the principal determines that the student should take the NYSITELL, the school immediately proceeds with the administration of the NYSITELL. However, if the principal determines that the student does not have English language acquisition needs and should not take the NYSITELL, the decision is sent to the superintendent or designee for final determination.
- The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.
- If the student's home language is other than English, parents retain the right to appeal their child's ELL status within 45 days of enrollment.
- The Basis coordinator is able to access the EPRG for ATS to identify SIFE students.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- After the NYSITELL is administered, the NYSITELL/BESIS coordinator reviews the results in order to determine placement. She then sends out either entitlement or non-entitlement letters to parents informing them of their child's score and placement. The letters are sent in both English and the Native Language and copies are kept on file at the school.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
- The Re-identification Process allows parents who believe their child may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. Parents are informed of this right based on a letter sent to the home in both English and the Native Language (where available). Copies of the letter are kept on file at the school.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
6. 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 during an orientation session. The parent coordinator, Mrs. Ivy Medina -Arias 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 BESIS coordinator to parents of ELL students on the same day as the HLIS form is completed by the parent. The interview is conducted by Angela Bernaudo, the Basis Coordinator. During the Q/A period, the Basis coordinator or guidance counselors explain the three program choice (in the parents native language if required). After the child is NYSITELL tested, placement letters is handed to the parents in their native language. Placement is indicated and explained in the letter and in the native language if necessary. Continued entitlement letters are sent by mail in the native language before the September 15th deadline indicating that the child has not tested out and continues to receive ENL services. Parents must return the form. Parents are notified if their child has tested out and a letter in the native language is sent explaining their child will continue to receive services for 2 additional years. 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 7. Parent Surveys and Program Selection forms are filled out and returned right back to the BESIS Coordinator Angela Bernaudo when they come into the building for the first time. These letters are given to the parents in their native language. Parents at Bayside High School overwhelmingly choose the Freestanding ESL program we offer.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 8. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, which are available in the parent's native language, and outreach attempts are tracked and maintained at the school using existing procedures established within the school.

Angela Bernaudo, is responsible for collecting and filing the surveys and program selection forms. Forms are kept the coordinator's office. Copies are also kept in each child's cumulative folder.
9. Describe how your school ensures that placement parent notification letters are distributed.
 9. Placement parent notification letters in their native language are handed to the parents after NYSITELL testing, which occurs on the date of registration. Copies are kept on file at the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 10. All ELL documentation is kept on file in the ELL Coordinators office and also in the student's cumulative folders. The schools Principal, Coordinator and AP of ENL have access to the documentation.
11. 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.
 11. In order to ensure that all sections of the NYSESLAT are administered, the test is given during school time. A parent guident is sent home, a letter is sent to parents with dates and times of the exam, teachers make announcements in class, the parent coordinator sends a message to the homes and students are provided with a letter. We also provide make up dates and outreach to students who are absent. The test is administered to all students who are listed on the RLER report available on ATS.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 12. Continued entitlement and transitional support parent notification letters are distributed by the BESIS Coordinator, Angela bernaudo, at the start of September before the September 15th deadline. All letters are sent out in English and in the Native Language. Copies are kept on file at the school.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 13. Overwhelmingly, most parents choose the Freestanding ESL Program offered here at Bayside High School. The program is aligned with parent requests. We used the AMAO estimator tool. We have not had to outreach to parents when they have chosen a program we do not offer 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.

Parents of Latino students have not selected a bilingual program at BHS. Parents are informed of this option. However, if that should happen we are fully prepared to restructure our program choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 1. Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students will be grouped homogeneously, with students of the same level in each class. Instruction will be delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher. Entering and Emerging classes have a combination of stand alone and integrated classes, where the teachers work together to provide instruction in the class.
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*
Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 2. Beginning/Entering level students are given three periods of ENL per day (540 minutes per week); Low Intermediate/Emerging Level Students have two periods of ENL each day (360 minutes per week), Intermediate/Transitioning and Advanced/Expanding Level students will have one period of ENL per day (180 minutes per week) and Proficient/Commanding level students receive 5 periods per day ENL (90 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.
3. Describe how core content is delivered in each program model. 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. Methods used to deliver core content include scaffolding understanding, purposeful grouping, providing students with relevant background knowledge, extended discussion and valuing linguistic differences. 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. All four language skills —listening, speaking, reading, and writing are incorporated into each NLA, ESL, or ELA instructional unit. Tasks related to the literary texts require higher-order critical thinking. Teachers utilize culturally relevant and developmentally appropriate texts to scaffold the students' understanding of the various literary genres. Teachers elicit personal responses to the literary texts in both oral and written form. Teachers use the writing process to develop LEP/ELLs' ability to write in different genres and encourage students to relate literary texts to their personal experiences.
4. How do you ensure that ELLs are appropriately evaluated in their home 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.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 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 situations do occur, we work on a case by case basis and provide tutoring

and support for these students. For the entering level students, 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.

Teachers are successful at differentiating instruction for ELLs when they:

- Get to know as much as possible about each student — ELLs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.
- Have high expectations for all students — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.
- Have a variety of research-based instructional strategies at hand — Experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles.
- Use ongoing assessment to guide instruction — Ongoing, informal assessment is vitally important to matching instruction to students' changing needs.
- Provide multiple types of assessment — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- Differentiate homework — If all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully (Tomlinson, 2005).
- Collaborate — Instruction is most successful when all of the professionals who work with ELLs work together
- Use flexible grouping — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.
- Make content comprehensible for all students (Echevarria, Vogt, & Short, 2008) — Providing ELLs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

Former ELLs receive mandated services for up to 2 years after exiting ELL status, provide Former ELLs testing accommodations on NYS assessments

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
7. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. 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?
 8. 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 proficiency 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 9. 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

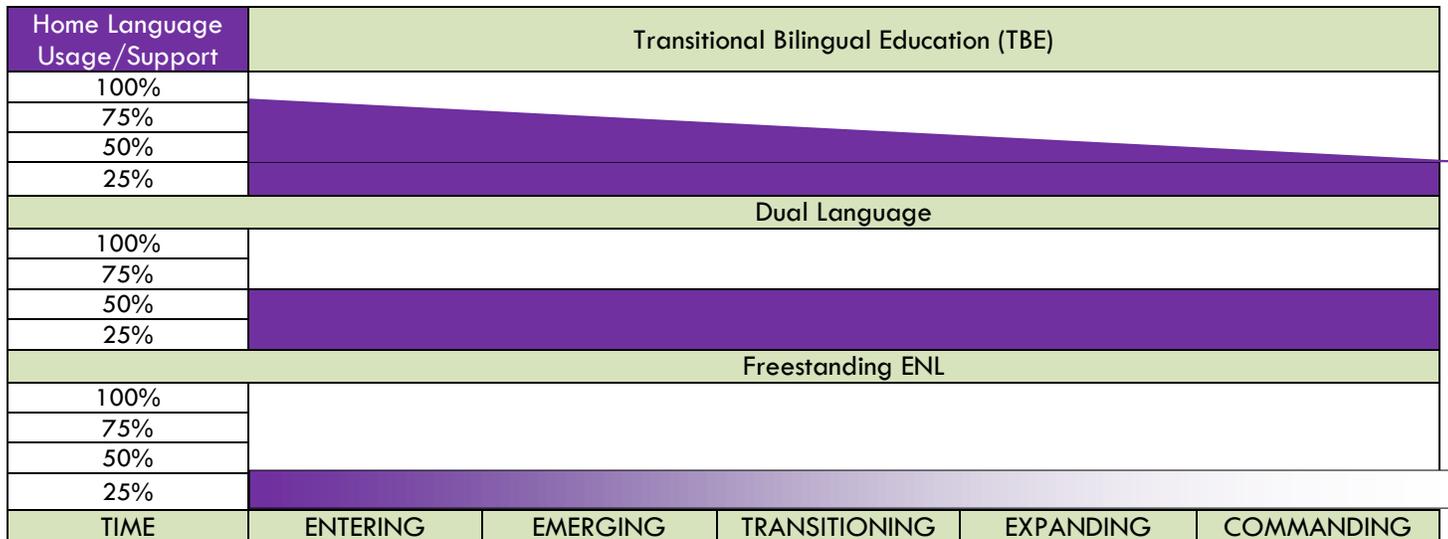


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
10. 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
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. 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.
At the start of the school year, the AP of departments meet with teachers of ELLs. Teachers have access to students past educational history through Skedula. Assessment of students is ongoing throughout the year. The Focus is on documenting individual student growth over time, rather than comparing students with one another.
Emphasis is on students' strengths (what they know), rather than weaknesses (what they don't know).
Consideration is given to the learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students.
12. What new programs or improvements will be considered for the upcoming school year?
12. For the upcoming school year, we will be offering an after-school program in order to support struggling students as well as regents review sessions in multiple subject areas.
13. What programs/services for ELLs will be discontinued and why?
There are no programs for ELLs which will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. 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. ELLs are represented on sports teams, in clubs, on student councils and have access to all programs just as all students at BHS have.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
15. 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. All subgroups have access to all materials. For lower level students or ELLs with disabilities, we have adapted versions of texts, realia, dictionaries. A resident artist will be coming to our title 3 Saturday program which will support our ELLs and SWD students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
16. Students are enrolled in language classes in their native tongue, which support language acquisitions. Materials are purchased to support instruction in their native language. Heritage speakers are programmed for foreign language classes. Students are provided with dictionaries and textbooks with built in enrichment for ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
17. 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
18. 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 and the parent coordinator 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.

19. What language electives are offered to ELLs?

19. 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. Faculty Conferences and Department Conferences cover many topics dealing with ESL methodology. Professional development training sessions for staff in all content areas including paraprofessionals, school psychologists and therapists: 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

2. Faculty Conferences and Department Conferences cover many topics dealing with the common core. Professional development has been and will continue to be offered to all teachers of ELLs as they engage in the Common Core Standards. Planning conferences with Assistant Principals, peer intervisitations, webinars and individual conferences have been offered to all.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

4. For English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Teachers from within the department conduct Professional Development to their colleagues in addition to PD presented by Assistant Principals. We also welcome professionals from outside of the building to present to the staff. Teachers are sent to PD workshops outside of the school conducted by the DELLS and the UFT. Teachers who attend PD outside of the building bring back material and turn key to their colleagues during PD sessions. All teachers sign in and records are kept on file at the school. Content area teachers attend PD ELL specific during monthly school meetings as well as on Full PD days in order to complete their required 15% of total PD hours for the year.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The teachers/guidance counselors will individually meet with the parents or guardians of English language learners at least once a year during the ELL Parent Night to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting will include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
3. 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
4. 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.

5. How do you evaluate the needs of the parents?

5. 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.

6. How do your parental involvement activities address the needs of the parents?

6. 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).

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Athy	Principal		1/1/01
Shana Tessenholtz	Assistant Principal		1/1/01
Ive Medina Arias	Parent Coordinator		1/1/01
Janet Gerber	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Sara Yazdanfar	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Crystal Shim Lee	School Counselor		1/1/01
Juan Mendez	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Angela Bernaudo	Other <u>Lab/Basis</u> <u>Coordinato</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q495 School Name: Bayside High School
Superintendent: Juan

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Results of the home language surveys were culled as was observations from the parent coordinator, teachers, guidance staff, supervisors and Lab Basis Coordinator. The outcome indicated translation needs in languages other than English, for parents of ELL students as well as parents of non-ELL students whose language is other than English. Collect data based on ATS home language as well as from the guidance counselor who has met with each student on his/her caseload.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

American Sign Language, Albanian, Amoy, Arabic, Balante, Bengali, Burmese, Cham, Chinese, Farsi, Dutch, French-Haitian Creole, Greek, Gujarati, Hebrew, Hindi, Korean, Pashto, Philipino, Portuguese, Punjabi, Russian, Spanish, Tamil, Urdu

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Translation services will be needed for the documents into Spanish, Chinese and Korean. All translations will be done in-house by school staff.
New Student Handbook - in Fall
College Handbook - in Fall
Guidance Newsletter - monthly
PTA Newsletter - monthly
Miscellaneous documents including school papers and records from various countries - throughout the year

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

School Open House nights (2) Fall, Parent Teacher conferences in Fall and Spring, Parent Orientation meeting (June), Attendance Teacher phone calls, Guidance staff phone calls.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translators are needed to assist non-speaking English parents during Parent Teacher Conferences to obtain information from teachers regarding their child's academic progress. They are also needed to help parents understand the school's rules and regulations and academic standards. Currently staff members are fluent in 10 languages including our major language groups.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Services are mostly done in house with the backup of interpretation services available.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Translation and interpretation services are spoken of at the first faculty meeting of the school year. This is reiterated before the Parent Teacher conferences in the Fall and Spring. PD will be provided.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Consult with PTA as to how to meet the needs of non-English speaking parents. Focus group will be based on home language data per ATS. Feedback is gathered from teachers, Guidance staff, parent coordinator and supervisors consistently. The Learning Environment survey will also be a useful indicator.