

**BEACH CHANNEL HIGH SCHOOL**

**2009-2010**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (27Q410)**

**ADDRESS: 100-00 BEACH CHANNEL DRIVE, ROCKAWAY PARK, NY. 11694**

**TELEPHONE: 718 945-6900**

**FAX: 718-474-7682**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION III: SCHOOL PROFILE</b> .....	Error! Bookmark not defined.
<b>Part A. Narrative Description</b> .....	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot</b> .....	<b>7</b>
<b>SECTION IV: NEEDS ASSESSMENT</b> .....	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS</b> .....	<b>13</b>
<b>SECTION VI: ACTION PLAN</b> .....	Error! Bookmark not defined.
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010</b> .....	<b>21</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> .....	Error! Bookmark not defined. <b>13</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b> .....	<b>25</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</b> .....	<b>17</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS</b> .....	<b>18</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b> .....	<b>23</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)</b> .....	Error! Bookmark not defined. <b>24</b>
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS</b> .....	<b>25</b> Error! Bookmark not defined.
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10</b> .....	Error! Bookmark not defined. <b>35</b>
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)</b> .....	Error! Bookmark not defined. <b>36</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** Q410      **SCHOOL NAME:** Beach Channel High School

**SCHOOL ADDRESS:** 100-00 Beach Channel Drive Rockaway Park NY 11694

**SCHOOL TELEPHONE:** 718-945-6900      **FAX:** 718-474-7682

**SCHOOL CONTACT PERSON:** David Morris      **EMAIL ADDRESS:** dmorris2@school  
s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Robert Brevetti

**PRINCIPAL:** David Morris

**UFT CHAPTER LEADER:** David Pecoraro

**PARENTS' ASSOCIATION PRESIDENT:** Charles Robinson

**STUDENT REPRESENTATIVE:** Anissa Lee-Brown  
*(Required for high schools)* Nicolette Brown

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 27      **SSO NAME:** Knowledge Network

**SSO NETWORK LEADER:** Roz German

**SUPERINTENDENT:** Isabel DiMola

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
David Morris	*Principal or Designee	
David Pecoraro	*UFT Chapter Chairperson or Designee	
Charles Robinson	*PA/PTA President or Designated Co-President	
Paige Badger	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lois Nally	DC 37 Representative, if applicable	
Anissa Lee-Brown Nicolette Brown	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Robert Brevetti	Member/CSA/Chairperson	
Gregory Arnold	Member/CSA	
Alice Baumann	Member/UFT	
April Wallach	Member/UFT	
Faye Rhodes	Member/Parent	
Terry D’Amelio	Member/Parent	
Gertrude McCray	Member/Parent	
Doreen Mercado	Member/Parent	
Betty Passik	Member/Parent	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description** Error! Bookmark not defined.

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Beach Channel High School is a Small Learning Community (SLC) school. It is located in a unique community on Jamaica Bay at the foot of the Cross Bay Bridge on the Rockaway peninsula. The Atlantic Ocean is four blocks away. We have our own boat launch on the bay, extensive sports facilities, a court room complete with jury box and judge's quarters, and a virtual enterprise room that is run by students. Our school band, dance troupe, and resident artists are some of the most talented in the city.

In the 2006-2007 school year, Beach Channel applied for and received a federal grant to transform our large urban high school into small schools within a school where the emphasis would be on sustaining high achievement in a personalized setting. Using interdisciplinary teaching structures, and with high emphasis on intervention and prevention for struggling students, Beach Channel would transform itself over a 5 year period into a school with several semi-autonomous units. Our SLC plan requires that all students choose a specialty before entering the 9<sup>th</sup> grade. These specialty programs include Business, the Arts, Law, Justice, and Civil Rights, Oceanography and Maritime Studies, and Sports Management and Sports Medicine. Each of these programs is an SLC with its own heterogeneous group of students and assistant principal/director, guidance counselor, and cadre of teachers.

This year we divided our entire school into cohorts based on date of entry. This structure would allow us to focus on meeting NCLB mandates as well as provide targeted assistance to each subgroup. All incoming 9<sup>th</sup> graders were enrolled in the Genesis academy. There is a dedicated assistant principal, guidance counselor, and cadre of teachers who meet twice per week in common planning time to design curriculum-based experiences as well as provide intervention for struggling students. The 2008, 2007, and 2006 + plus cohorts were organized in the same way. The 9<sup>th</sup> graders are exposed to each specialty offered in the school in a rotating elective. At the end of the school year they will choose an SLC specialty, which, in essence, will become their major.

The transformation from large comprehensive high school to Small Learning Communities is evident in our vision and mission. As stated, it is our vision to create a supportive community in which all individuals, especially children, are motivated to learn and grow. And, it is our mission to promote student achievement in personalized school communities by emphasizing attendance, credit accumulation, on time graduation; and encouraging parents and guardians, faculty and staff to support children through teaching and learning systems of intervention and prevention that are responsive to student and community needs.

In an effort to improve student achievement we have invested heavily in several school wide initiatives. Our SLC grant has provided us with the resources to contract with a school improvement organization: *High Schools That Work (HSTW)*. This is the high school improvement organization of the *Southern Regional Education Board (SREB)*. We have access to professional development programs sponsored by *SREB* and the NYCDOE office of School Redesign. We also receive daily assistance from our Learning Support Organization (LSO), The Knowledge Network. Our LSO provides us with a network leader and cohort of principals who meet monthly to share ideas. Other initiatives include numeracy and literacy committees aimed at setting goals and benchmarks in tracking student progress in ELA and mathematics and other core subjects, student advisory, inquiry teams and students councils in each SLC.

There is common planning time period for teachers built into the schedule of each cohort. Students have common lunches and gym classes so that teachers can meet to address a range of issues from student achievement to attendance and parent outreach. Each SLC is assigned a school aide who does outreach to parents each day as we see student attendance as the first step in reforming our school and improving outcomes.

Other school wide initiatives include a student Advisory program. There is an Advisory schedule for each SLC, and although varying by SLC, the common thread that binds is personalization and improved student performance. Students meet with the specialty teachers, guidance counselors, and invited guests to explore career goals, practice study skills, and plan SLC events. They also maintain a career folder. This is a time where students connect with and develop meaningful relationships with faculty and staff. Students have built up tremendous loyalty to their SLC even though our initiative is only three years old.

School leaders and faculty have pursued partnerships and affiliations with colleges and community-based organizations that support our mission and vision. Each SLC has courted a partner and these include, SUNY Maritime College, John Jay College of Criminal Justice, Queensborough and Kingsborough Community Colleges, York, Brooklyn, and Queens Colleges, and Hofstra University. Other community affiliations include the National Park Service in Jamaica Bay, Rockaway Development and Revitalization Corporation (RDRC), the Queens District Attorney's Office, Azul Airlines of Brazil, and the offices of all local and federal government officials among others.

With a small learning community plan in place, Beach Channel High has already made gains in attendance and graduation rates, reduction in disciplinary incidents, and a significant improvement in student performance as evident by a 'B' in this measure on the 2007-2008 Progress Report. The school-wide focus on data use, collaborative team building, training in innovative instructional practices, and intervention and prevention for struggling students, has enhanced our twin goals of continuous improvement and high academic achievement for all.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	Beach Channel High School			
<b>District:</b>	27	<b>DBN #:</b>	27Q410	<b>School BEDS Code #:</b> 342700011410

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 9 X	<input type="checkbox"/> 10 X	<input type="checkbox"/> 11X	<input type="checkbox"/> 12 X	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					53.9/7 7.4	79.7	79.1%		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2006-07	2007-08	2008-09		
Grade 2					94.1	92.5	91.8		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2006-07	2007-08	2008-09		
Grade 5					65.5	65.5	65.5		
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7				(As of June 30)	2006-07	2007-08	2008-09		
Grade 8					14	7	19		
Grade 9			434	<b>Recent Immigrants: Total Number</b>					
Grade 10			378	(As of October 31)	2006-07	2007-08	2008-09		
Grade 11			220		20	3	22		
Grade 12			217	<b>Special Education Enrollment:</b>					
Ungraded			2	(As of June 30)	2006-07	2007-08	2008-09		
Total			1407		20	3	22		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	168	91	87	Principal Suspensions	240	281	324		
No. in Collaborative Team Teaching (CTT) Classes	77	118	94	Superintendent Suspensions	66	115	63		
Number all others	117	104	109	<i>These students are included in the enrollment information above.</i>					
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	94	68	72	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	13	0	19	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	114	115	83
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	36	49	45
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	NA	2	1
	181	149	146				
<b>Teacher Qualifications:</b>							
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.7	0.8	1.0	Percent more than two years teaching in this school	82.4	81.7	92.0
Black or African American	53.6	53.1	52.2	Percent more than five years teaching anywhere	56.3	62.5	81.8
Hispanic or Latino	28.5	31.8	34.0				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	3.9	3.4	Percent Masters Degree or higher	85.0	83.0	86.0
White	13.2	10.4	9.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.2	95.0	97.0
Multi-racial							
<b>Male</b>	57.8	57.4	58.8				
<b>Female</b>	42.2	42.6	41.2				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07 <b>X</b>	<input type="checkbox"/> 2007-08 <b>X</b>	<input type="checkbox"/> 2008-09 <b>X</b>	<input type="checkbox"/> 2009-10 <b>X</b>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2 <input type="checkbox"/> Planning for Restructuring (PFR)	<input type="checkbox"/> Restructured – Year 2	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>		<b>Secondary Level</b>
	ELA:		ELA: Restructuring (Advanced)

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

			Comprehensive
Math:		Math:	Restructuring (Advanced) Comprehensive
Science:		Grad. Rate:	Did not make AYP

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>				X	X	X
<b>Ethnicity</b>						
American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				X	√	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities				X	X	
Limited English Proficient				-	-	
Economically Disadvantaged				X	X	
<b>Student groups making AYP in each subject</b>				2	2	

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	D	Overall Evaluation:	P
Overall Score	38.1	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	5.3	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 30% of the Overall Score)	10.9	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 55% of the Overall Score)	20.9	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	1.0	Quality Statement 5: Monitor and Revise	P

*Note: Progress Report grades are not yet available for District 75 schools.*

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Beach Channel High School has seen a downward trend in performance in the last two years. The school has not made Adequate Yearly Progress (AYP) in ELA, Math, and graduation grade for the 2008-2009 New York State Report Card. This remains unchanged from the 2007-2008 Report Card. The school also did not make AYP in ELA and Math for Black or African American students. This was the same for Students with Disabilities and the Economically Disadvantaged. The school made AYP, though, for Hispanic or Latino and White students. The graduation rate was 51 per cent for 2007-2008 but it has dropped to 48 per cent for the 2008-2009 Report Card.

The school's overall score for the 2008-2009 Progress Report was 38.1. This meant that the school received a 'D' on the Progress Report. For the 2007-2008 school years the score was 38.2 and the school received a 'C.' The score of 'D' for 2008-2009 reflects the raising of the bar for schools on the Progress Report. Even though the difference in scores for the two school years was only .1, schools needed to make an overall score of 44 to get at least 'C'. Beach Channel was unable to achieve this target. The DoE accountability measures also reveal a pattern of stagnation in scores. For the learning environment the school scored 5.3 out of 15. This was up from 3.3 for 2007-2008. However, the scores declined slightly for student performance and student progress. The school gained only 1 additional credit for both school years described here.

On the Quality Review (QR) the school fared better. The overall score was Proficient and the school score Well Developed in only one category. In looking at the QR, the only areas where the school scored less than proficient was on quality statement 3.3 and 3.4 all relating to students progress and learning, the learning environment, and the implementation of differentiated strategies in the classroom.

The New York State Accountability Report, the Progress Report, and the Quality Review point to significant needs that must be addressed. We must improve outcomes for all students in ELA and Mathematics. Although White and Latino students have show some improvement on ELA and Math, black students and students will disabilities are not doing well. And the graduation grade is declining. To reverse this trend the school needs to focus on raising student achievement in ELA and Math for all subgroups. The school must also leverage existing programs to get the most out of its existing programs for school improvement.

The school's greatest accomplishments can be seen in the implementation of the Small Learning Communities (SLCs). In 2006-2007 the school received an SLC implementation federal grant. The funds allowed BCHS access to quality professional development from a federally approved provider,

*High Schools That Work.* The school also receives support from the SLC office at central and the *Knowledge Network*. The first class of students who have spent their entire careers in SLCs is graduating this year. For this group we have seen an increase in retention of students in the cohort. Although student achievement has not been what it should be, the SLCs have provided a lot of support for students and teachers. This included a dedicated assistant principal and guidance counselor. Students are programmed in theme electives of their choice with other students who are in their community. Each community has a name and a logo. Teachers have common planning time. Inquiry Teams and Student Councils have been established in each SLC. Many of these initiatives have been led by teachers.

In the 2009-2010 school years the budget cuts have forced changes in the SLC program. A new 9<sup>th</sup> grade academy was created just for incoming 9<sup>th</sup> graders. The other original four communities still exist but the students were now taking classes together and only meeting in one elective class each day. However, teacher leaders in the SLCs have rose to the occasion with the student councils. Each community now has a teacher coordinator and mentor. They have replaced the assistant principals who now supervise cohorts of students based on year of entry to high school.

The demographics of the school have been changing over the last 3 years. The school has seen an increase in the proportion of special education and ELL students. The enrollment registers have dropped to approximately 1,322 students. Latino students now make up almost half of the student body as the percentage of black and white students has declined. We have had to focus on professional development for staff on educating students with disabilities and ELLs.

This year, our incoming class of 222 freshmen includes 104 students who were absent 15 days or more in the 8<sup>th</sup> grade, with a significant percentage overage for their grade. These students have deficiencies in mathematics and English language arts. This is a challenge for us as there is a direct correlation between these indicators and on time graduation.

The high percentage of struggling incoming 9<sup>th</sup> grade, and overage age students who enroll throughout the school year is a challenge. Low parental involvement and engagement is still a concern. Stakeholder buy-in and achieving unity of purpose in changing our school from one with a culture of low expectations to that of a high performing institution continues to be a challenge.

Progress toward developing and implementing rigorous curriculum and instruction has been aided by specific emphasis on two models with proven records for improving student achievement: Understanding by Design (UbD), and differentiated instruction. The office of School Redesign has sponsored professional development on UbD. Our core subject assistant principals and teachers have had are currently involved in writing city-wide UbD curricula. We have also purchased, and invited experts to present on these two models at the school. All of our Chancellor's Conference days have included sessions devoted to training teachers to implement the models in their classrooms.

The SLC initiative has led to creation of new teams of school leaders, faculty, and staff. Besides the SLC cadre of teachers, we have added school wide numeracy and literacy teams, and Inquiry teams in each SLC to analyze data and set learning targets in ELA and math. We have also established an Advisory planning committee and we are currently pushing an initiative to develop student voices in each SLC by encouraging student councils. The Pupil Personnel Team, School Leadership Team, attendance committee, LEP team, LRE committees, have all been given new life by our SLC plan. We also instituted an SLC Restructuring Committee to monitor the implementation of the plan. This year we added teacher SLC coordinators and mentors as a means of developing sustainability and distributive leadership.

Intervention and prevention have been characteristically academic as well as concerned with social development. We have a detailed guidance plan that follows the ASCA model. Traditionally, Beach Channel has been known for its high number of disciplinary incidents. This trend has been reversed

as we stress safety and security in achieving our school wide achievement goals. This year we were removed from the Impact List as the number of incidents in our school declined significantly.

Although Beach Channel has made some progress in raising student achievement, barriers still remain. Convincing faculty and staff that we must meet our students where they are is a hard sell. Not all stakeholders have bought in. The fact that most of our students are overage for their grade and enter our school in the lowest third in ELA and Math, is cause for concern. When compounded with the fact that many of them were absent 15 or more days in the 8<sup>th</sup> grade presents its own challenges. Faculty and staff look at these statistics as insurmountable. The philosophy of schools with SLCs around the nation show us that these figures are in fact good data and should inform how we respond in improving outcomes for our students regardless of prior school history.

Parents have still not bought in. Last year we launched a monthly newsletter that goes out to all of our parents. We have had positive response from this communication. However, it has not translated into higher attendance at PTA meetings or deepening engagement with the school. Parents, though, are changing because we are more likely to get phone calls about student achievement today than in the past. And parents can come in and have conferences with their child's SLC teachers in the same meeting during common planning time.

Nurturing a culture of high expectations and engaging classroom teaching and learning has been one of our most elusive goals. Although we have undertaken clear initiatives to improve instruction, some have been met with resistance. Lesson planning is still an issue among the staff, even though we have developed and we are currently implementing a lesson planning and observation rubric that has been shared with the faculty. Quality classroom teaching competes with unionism and the complacency of tenure.

Just recently, competition from nearby high schools for the same shrinking pool of students, and budget reductions have had an impact on the school. Many of our young teachers who were the initial backbones of the SLCs had to be placed in excess and are now working at other schools. We persevere with a seasoned staff. Last September the budget crunch brought on by the reality of low registers meant that SLC purity was shattered as classes had to be combined; teachers began to teach in multiple SLCs; and supervisors took on more teaching responsibilities. However, we were able to strengthen our SLC initiative even though common planning time had suffered. Students were in contiguous space in each SLC with a directors and guidance counselors. Advisory became more real and student councils showed encouraging signs.

As was mentioned before, this year we organized our school by cohort in response to these challenges. The incoming 9<sup>th</sup> grade will be in a 9<sup>th</sup> grade academy SLC with a rotating elective. In the sophomore year these students will choose a specialty. All other students will remain in their SLC of choice, continue to take classes in their specialty, and be mixed in with other students in their cohort for other classes. This structure is more reflective of a college model and prepares students for the environment beyond secondary school.

We continue to focus on our special populations such as Students with Disabilities and English language learners. The rapid increase in numbers of these students at our school has caught us by surprise. However, we have introduced intervention programs to address their needs.

Our greatest challenge came this year with the announcement of the proposal to phase out Beach Channel High School. Morale among faculty and staff is low as people worry about where they will be working in the next few years as they are excessed. This presents a challenge in motivating faculty and staff to give their best. It has also provided a distraction for students and parents. However, it is well understood among the stakeholders that every student currently enrolled at the school will have the opportunity to graduate from BCHS. Faculty and staff have seniority and thus job security. Our challenge will be to motivate each individual to continue to do their best and achieve the accountability goals of the New York State Report Card and the DoE Progress Report.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal # 1**

**To reach the school's graduation target of 49 per cent on the New York State Report Card by June 2010**

**After analyzing the schools Report Card, the Inquiry Team noticed that the graduation rate has begun a dramatic decline from previous years. The SLT decided to make improving the graduation rate a major goal for the 2009-10 school year.**

### **Goal # 2**

**To restructure Beach Channel High School into 4 Cohort SLCs based on year of entry to high school in the 2009-2010 school year to provide focused interventions in meeting state NCLB standards**

**In its needs assessment review the SLT saw that only the administrative staff looked at cohort progress toward making state standards. The school needed a coherent and consistent system for monitoring cohort progress that included teachers, guidance counselors and other staff who could provide direct interventions to students who were not making progress.**

### **Goal # 3**

**To increase by 5 per cent the number of students earning 10, 20, and 30 credits in the first, second, and third year of high school respectively by June 2010**

**Analysis of the data by the Inquiry Teams showed that our students were not making progress toward graduation by earning the requisite number of credits on time. This had to be made a goal if the school was going to improve its standing on the Progress Report.**

### **Goal # 4**

**To have 30 per cent of teachers using differentiated strategies at least one day per week to address the varied learning needs of students by June 2010.**

**The only area that the school was rated undeveloped on the most recent QR was on instruction. This had to be made a priority as it is the means to improving student achievement on ELA, Math and other measures.**

### **Goal # 5**

**To develop and implement a checklist of rigorous teaching and learning practices in 30 per cent of all classrooms by June 2010**

**The QR reviewers over the last three years have highlighted weaknesses in teaching practices. Teachers needed more effective strategies in working with struggling students, ELLS, and students with disabilities.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**GOAL # 1**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To reach the school’s graduation target of 49 per cent on the New York State Report Card by June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>The Inquiry team will assess the status of all students including all subgroups in the 2006 cohort by October 2009.</b></li> <li>• <b>Teachers will provide remediation for all students who have not attained the required score for the 5 mandated Regents through June 2009.</b></li> <li>• <b>Teachers will develop and teach catch up courses for students who need credits in the fall 2009.</b></li> <li>• <b>Assign teacher mentors to each student or groups of students in the cohort by November 2009.</b></li> <li>• <b>Maintain outreach to parents through guidance services in ensuring on time graduation through June 2010.</b></li> <li>• <b>The senior advisor will engage at risk students in enrichment activities that boost achievement through June 2010.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• <b>Funds will be set aside for these programs from Title I, Title III, Title IV, SLC grant, and tax levy. Most of the funds spent will be in per session after school.</b></li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Aris/ATS groups of all 2006 subgroups; attendance and achievement in remedial programs; mentor student program matches; outreach logs and communication to parents;</p> <ul style="list-style-type: none"> <li>- Review: Fall 2009-Spring, each marking period and at the end of each term</li> <li>- Measures: Credit accumulation, Regents pass rates</li> <li>- Projected gains: 3 per cent</li> </ul>
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**GOAL # 2**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To restructure Beach Channel High School into 4 Cohort SLCs based on year of entry to high school in the 2009-2010 school year to provide focused interventions in meeting state NCLB standards</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>- The SLC Implementation Committee will restructure the school into 4 cohort SLCs based on year of entry to high school, that is, Cohort 09, 08, 07, and 06+ by August 2009.</li> <li>- Staff will use ARIS and ATS to identify all of the students in the cohorts by August 2009.</li> <li>- The principal will supervise the programming all of the students within their cohort with their own assistant principal, guidance counselor, and cadre of teachers by August 2010.</li> <li>- SLC staff will implement all of the SLC initiatives such as common planning time, dedicated space, advisory, inquiry teams, student councils, and specialty classes for the thematic SLCs for the students in each cohort by June 2010.</li> <li>- The Inquiry teams will meet in October to set ELA and Math, and graduation targets for each subgroup in each cohort.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>- The funding will come from the SLC federal grant, Corrective Action 91, and tax levy funds</li> <li>- Staff will receive train on NCLB</li> <li>- All teachers will be programmed with their cohort and common planning time will be built into the schedule.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Review: September 1, 2009, and at the beginning of the spring term</b>  <b>Instruments of Measure: Teacher and student programs, agendas and minutes of cohort meetings</b>  <b>Gains: 5 per cent gain in each cohort for each subgroup on Math, ELA, and graduation rate for the 2006 cohort.</b></p>

**GOAL #3**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase by 5 per cent the number of students earning 10, 20, and 30 credits in the first, second, and third year of high school respectively by June 2010</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>- Principal and staff will program students for the least challenging classes that they have to take over the 4 years of high school in the first 2 years in August 2009.</li> <li>- Teachers in cohorts will implement an enriched interdisciplinary curriculum in the 9<sup>th</sup> grade beginning in the fall of 2009.</li> <li>- Teachers will instruction students in catch up classes after school and on Saturdays in the fall and spring of the 2009-2010 school year.</li> <li>- Guidance staff and teachers will use best practices to address the needs of off track students throughout the school year.</li> <li>- Teachers will provide one-on-one tutoring for students before and after school.</li> </ul>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>- Funding will come from the SLC grant, Title I, Title III, Title IV, and Tax levy</li> <li>- Teachers will meet to write and will be provided with professional development on enriched curriculum and intervention and prevention strategies.</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>- Review: Each marking period, each term, and at the end of the year</li> <li>- Measures: Credit accumulation at the end of the spring and fall terms</li> <li>- Gains: At least 5 per cent for each cohort of students.</li> </ul>

**GOAL # 4**

**Subject/Area (where relevant):** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>To have 30 per cent of teachers using differentiated strategies at least one day per week to address the varied learning needs of students by June 2010.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>- The UFT TC and the HSTW coach will train the teachers in differentiated instructional strategies and the use of ARIS to assess student needs throughout the 2009-2010 school year</li> <li>- The principal and assistant principals will observe differentiated instruction at least one day per week throughout the school year.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>- Use of SLC and Title I professional development funds.</li> <li>- UFT TC and HSTW consultant will work with teachers to create the professional development schedule which will include bi-monthly sessions during the school day.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- <b>Review: At the end of each term and at the end of the year</b></li> <li>- <b>Measures: Observations of differentiated lessons</b></li> <li>- <b>Projected gains: 30 per cent of all teachers</b></li> </ul>
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**GOAL# 5**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To develop and implement a checklist of rigorous teaching and learning practices in 30 per cent of all classrooms by June 2010</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>- <b>The principal, assistant principals supervision, UFT TC and teachers will compile a list of rigorous teaching strategies for implementation during the 2009-2010 school year.</b></li> <li>- <b>This list will be published and become part of the observation rubric in use by teachers and supervisors.</b></li> <li>- <b>Teachers will use the state curricula to develop rigorous course outlines and syllabi for each course</b></li> <li>- <b>The UFT TC and the HSTW consultant will train teachers in the use of rigorous instructional strategies.</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Funding will come from Title I, state funding, and the SLC federal grant which has already been allocated to professional development.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Review: Each term and at the end of the year</b>  <b>Measures: checklist of rigorous practices, course syllabi, classroom observations and student work</b>  <b>Gains: 30 per cent of teachers using the strategies</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	203	203	203	203	85	2	54	-
10		185	100	16	126	1	38	3
11	26	6	67	53	3	3	22	6
12	45	47	68	67	145	3	22	4

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>The program strategy for ELA utilizes the HSTW Literacy Framework. The framework focuses on reading, writing and accountable conversations. The method of delivery, for the intervention services, includes double-block programming, tutoring before or after the school day, supports services during SLC common planning and regents review classes. There is school-wide literacy committee that evaluates the needs of students and develops interdisciplinary academic interventions plans to increase student literacy. In addition, students are eligible for free SES tutoring services at home or in the community through registering with an approved provider.</b></p>
<p><b>Mathematics:</b></p>	<p><u><b>The program strategy for Math utilizes the McDougal Littel program. The framework focuses on improving numeracy and basic skills. The method of delivery for the intervention services includes a four (4) program of Algebra, tutoring before or after the school day, support services during SLC common planning and regents review classes. There is a school-wide numeracy committee that evaluates the needs of students and develops interdisciplinary academic intervention plans to increase students math aptitude. In addition students are eligible for free SES tutoring services at home or in the community, through registering with an approved provider. Students can also take Topics in Algebra which provides remediation/review of algebra curriculum and regents. Students who fail classes are eligible for credit recovery before, during and after school.</b></u></p>
<p><b>Science:</b></p>	<p><u><b>The framework focuses on improving our students' ability to meet NYS Science Standards and pass required regents, through review of Regents components. The method of delivery for the intervention services includes students receiving General Science or Human Biology. The General Science course provides remediation/review of the living environment curriculum and regents. Students can also take Human Biology which provides remediation/review of the earth science curriculum and regents. Students also participate in regents review classes and support services before and/or after school and during SLC common planning. In addition, students are eligible for free SES tutoring services at home or in the community, through registering with an approved provider. Students who fail classes are eligible for credit recovery before, during and after school.</b></u></p>
<p><b>Social Studies:</b></p>	<p><b>The framework focusing on improving our students' ability to meet NYS Social Studies standards and pass the required Global and American History Regents. The method of delivery includes immersion in the Global History curriculum in the first year for students with at least a Level 2 in English. Students who have below a Level 1 take the course over a</b></p>

	<p>two year period, with a concentration on improving critical reasoning skills and regents review practice with data based questions. Students experiencing difficulty passing either regents, based on funding availability, take a perspective course in Global and/or American History which provides remediation/review of the curriculum and associated regents exam. In addition, students receive additional tutoring support before and/or after school and during SLC common planning. Students who fail classes are eligible for credit recovery before, during and after school.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Utilizing the ASCA model counselors provide intervention services to students in cohorts 2006-2009 experiencing academic, attendance and behavioral concerns that are interfering with meeting promotion/graduation criteria. Students are monitored and participate in transcript reviews/audits/conferencing around academic deficits affecting their ability to complete high school within four year time frame. Students are served through curriculum delivery (advisory, and/or classroom guidance), responsive services, individual student planning and system support. Students receive services during the school day in the save room, during common planning case conferencing, during lunch periods and through per session allocation for school counselors during extended day/credit recovery. Students who are at risk for life choice concerns are seen for prevention/intervention services by other school counseling staff. Students also receive school wide services through the provision of themed events/activities that activate learning and/or promote positive change.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The framework for services is in accordance with procedures that govern the functioning of the school based IEP Team. In addition, students identified by the Pupil Personnel Team, who are in need of assessment services, i.e. functional behavioral assessments, classroom observations, behavioral intervention plans, etc are seen by the psychologist for services. This school due to the changes in the SOPM for Instructional Support Services the School Psychologist assigned is working with students/families who have signed the Part 300 Parental Opt-Out. In some case the students were previously enrolled in full-time District 75 Special School programs and have been completely decertified per parental request, without safety net services. The Psychologist is participating in case planning/intervention services to assist with transition.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>A brief intervention/Solution focused model is provided to students receiving at-risk social work services. Students are usually seen individually for individual planning around issues and concerns interfering with academic achievement and progress. Students with life choice concerns and/or evidence of maladjustment to adolescence are also referred through Pupil Personnel Team.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Students with health related issues receive onsite services through Department of Health/Education Professional staff. In addition, to support around care management of chronic conditions such as asthma, diabetes, obesity, etc. students receive health education counseling/testing for STD's. Pregnant/Parenting Teens also receive services through the Maternal Child Care Program.</p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP. (LAP Included after the appendices beginning on page 63)

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12                      **Number of Students to be Served: LEP** 97                      **Non-LEP** 10

**Number of Teachers** 1                      **Other Staff (Specify)** 1 PM School Teacher

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Beach Channel’s Title III language instruction program is supplemental to that outlined in the attached LAP. This year we will focus on providing additional support for LEP students struggling with learning English and subject specific content. We will create a Homework Helpers program that will provide one-on-one assistance to LEP students after school in Math, Science, English, and Social Studies. We will also provide Regents preparation classes for LEP students on Saturdays in December and January and again in May and June. All of these students have to pass the 5 mandated Regents. Students who entered in 2008 have to pass 5 with a grade of 65 or above. This has been a challenge for ELLs.

In the effort to speed up the acquisition of English and the understanding of cultural norms, students will take trips to places of cultural interest. Additional assistance in language acquisition will come from the purchase of books on tape, and computer software such as Rosetta Stone English.

**MAY 2009**

The funds will also be used to pay for a substitute teacher while the ESL teacher attends 4 ELL conferences this year. Part of the allocation will also be used to conduct an in-house professional development program for teachers serving ELLs. The full program with budget is outlined below.

Type of Program/Activities	# of Students Served	Grades	Language of Instruction	Rationale	Times Per Day/Week	Duration	Provider	Qualifications
Homework Helpers Program – ESL teachers, math, science, social studies, ELA	97	9-12	English	To provide extra support for students struggling with both language and content	3 days per week	October 2009 through June 2010	Subject area specialists and ESL teachers	Certified in subject areas
Regents Preparation classes	97	9-12	English	Provide additional support for students taking the mandated Regents  Most students must pass 5 mandated Regents with 65 or higher starting with the 2008 cohort.	Saturdays	December and January & May and June	Subject area specialists and ESL teachers	Certified in subject areas
Trips to Museum and cultural places of interests	97	9-12	English	To help students learn more about American culture and feel more comfortable in social settings	4 trips	2 trips in fall and 2 in the spring	ESL Teacher and museum staff	Certified teacher and museum staff
DoE professional development	97	9-12	English	To up date and maintain skills in serving ELLS	4 conferences	2 in fall and 2 in the spring	Knowledge Network and other DoE providers	DoE ELL specialists
Supplies/Materials/Educational software/Books on tape and leveled books	97	9-12	English	To develop listening and comprehension		Ongoing	Penguin/Heinemann Heinle	Book publishers

				skills To provide students with appropriate level reading materials Use computer technology to provide differentiated instruction and to expedite English language acquisition.			Rosetta Stone	Software publishers

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Beach Channel High School has developed a comprehensive professional development plan for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. The plan emphasizes training in the process of identifying and serving ELLs. It also includes the exit criteria and support for former ELLs. A list of professional development topics and experiences, and providers is included below.

**Professional Development Plan for ELL Teacher & Other Staff**

<b>Topic</b>	<b>Provider</b>	<b>When?</b>
1. The Principles of Second Language Acquisition	Ms. Ponomorova, ESL Specialist	October, 2009
2. Who are our ELLs?	Ms. Ponomorova, ESL Specialist	November, 2009
3. Identifying and Serving ELLs	Marie Rodriguez, Knowledge Network	December, 2009
4. Supporting ELLs in Content Area Classes	Marie Rodriguez, Knowledge Network	January, 2009
5. Scaffolding Comprehension for ELLs	Ms. Damashek, UFT TC	February, 2009

6. NYSELAT	Ms. Ponomorova, ESL Specialist	March, 2009
7. Differentiation for ELLs	UFT TC	April, 2009
8. Preparing ELLs for the Regents	UFT TC	May, 2009

**Form TIII – A (1)(b)**

**School:** Beach Channel High School  
**Title III LEP Program**  
**School Building Budget Summary**

**BEDS Code:** 347800010410

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$14, 000	<b>100 hours of per session for ESL and General Ed teachers to provide extra support in a small group setting in math, science , social studies, and ELA: 100 hours X 49.86 = \$4,986</b> <b>167 hours for General Ed and ESL teachers to conduct Saturday classes for ELL students preparing for the mandated Regents in January and June: 167 hours X \$49.86 = \$8344</b> <b>Substitute teacher will be hired so that ESL teacher can attend 4 conferences: 4 X 167.60 = \$670</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$0.00	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$1000	<b>Leveled Books, Classroom libraries, Books on Tape, Trips to museum and cultural places</b>
<b>Educational Software (Object Code 199)</b>	\$1,000	<b>1 Rosetta Stone language development software packages for</b>

		after school program)
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$16,000	

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor’s Regulations – for all schools*

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

**Part A: Needs Assessment Findings**

---

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

The articulation/enrollment data, home language survey and informal observations have been used to determine our Language Translation need level. (GREEN)

2. Summarize the major findings of your school’s written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The school has had an increase in enrollment of students from Spanish speaking countries, Arabic speaking countries, Eastern countries with Urdu, Hindu dialects, etc. Students are in need of Regents Exams in their dominant language. Parents attended school based conferences are occasionally in need of translation services at time of conference. The findings were shared with the administrative cabinet during administrative meetings and to the school body during faculty conferences/department meetings. (GREEN)

**Part B: Strategies and Activities**

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

Documents are either translated internally by foreign language teachers as part of ELL/Language Allocation. In addition, documents are sent out to the Translation/Interpretation Unit. (GREEN)

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School continues to provide onsite staff to support student and parent need for translation services a list of in-house staff is maintained by the Principal & Parent Coordinator. The Parent Coordinator contacts the Translation & Interpretation Unit to arrange for services to assist at time of conferences, student intervention meetings and/or to meet other types of family service needs. The Parent Coordinator has also provided information to School Counselors to assist them in accessing translation unit services for meetings with students/parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Parent Coordinator has backpacked information home regarding accessing the Translation Unit Services, in addition to information contained in school mailings. In the main lobby of the school there is a poster that identifies, in a variety of languages, our school as a translation accessible school. The School has also ensured compliance with the Recommended & Required School Checklist, as printed in the New York City Department of Education Translation and Interpretation Unit brochure.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$812, 542.91	65,887.83	878, 295.32
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8, 125		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$658	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40, 627		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3, 295	
6. Enter the anticipated 10% set-aside for Professional Development:	\$85, 180		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6, 589	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_100\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **Beach Channel High School Parental Involvement Policy:**

#### **I. General Expectations**

Beach Channel High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Beach Channel High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. Beach Channel High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. Beach Channel High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Beach Channel High School will coordinate and integrate Title I parental involvement strategies.
5. Beach Channel High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. Beach Channel High School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- c. The schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities through the 21<sup>st</sup> Century Community Learning Center Grant. The Partners are; Creative Connections, Counseling in Schools, EPIC, The Leadership Program, and R.D.R.C. The community organizations will encourage and support parents in more fully participating in the education of their children.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- The Parent Coordinator will assist parents in the enrollment of SES classes (Supplemental Educational Services) through in-home, on-line or walk-in SES provider locations to increase higher levels of literacy in Math, English and Language Arts.
- involving parents in the local school District trainings to enhance effective communication between students, teachers, principals, and school staff
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting conferences between Parent Coordinator, teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs adaptation at the School Leadership Team Meeting. This policy was adopted in June 2007 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September, 2008.

The annual review for the Parent Involvement Policy will be conducted in June 2010.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **Beach Channel High School-Parent Compact:**

Beach Channel High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2007-08.

#### School Responsibilities

**Beach Channel High School** will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences at least two times during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall and Spring.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents.
5. Provide parents opportunities to volunteer and participate in school events, and to chaperone on class trips.

6. Involve parents in the common planning meetings with the smaller learning communities, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering for school events or classroom presentation.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices; i.e.; Parent Newsletters, P.T.A. Bulletin and, or the school district correspondences received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

#### Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**See Sections IV-VI**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

**Wherever possible all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **Through bi-monthly workshops, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. In addition some professional development takes place during common planning time, which is one of the choices on the Professional menu of Activities.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**The Principal in collaboration with the KNLSO Operation Center's Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.**

**The Principal in collaboration with the KNLSO Operation Center's Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.**

**BCHS also advertised on the Inside Schools and the Outward Bound websites for certified teachers.**

**BCHS staff members have also contacted their alumni colleges to recruit qualified teachers.**

**BCHS is an SBO school, which attracts experienced, qualified teachers.**

6. Strategies to increase parental involvement through means such as family literacy services.

- a. Publication of a monthly newsletter informing parents of events, student achievement, initiatives
- b. Holding PTA meetings on nights that parents are more likely to come to the school, i.e., Open School Night and Afternoon
- c. Hosting SLC Open Houses for parents
- d. Assigning an attendance outreach school aide to each SLC to maintain daily contact with students who have attendance problems

- e. Using communications technology to call parents of students informing them about events at the school as well as other timely reminders
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Teachers meet in Common Planning Time to make decisions regarding testing and achievement in each SLC
10. All teachers have access to a range of test data for individual students using the Aris program
11. Each SLC has an inquiry team involved in analyzing student achievement data and making decisions about academic interventions for individual students
12. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
Students who experience difficulty mastering the proficient or advanced levels of academic achievement have been given the following interventions:
  - Before school and after school tutoring
  - Small advisory groups in each SLC to address individual needs
  - PM School
  - One-on –one tutoring during the school day
  - SES services
  - Double blocked classes in ELA
  - Extended sequences of courses for students
  - All information is provided on ARIS to all of the staff
13. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Life Choices Day is an event that coordinates all agencies and program from these funding sources. We have presentations on healthy sexual behavior, violence prevention, conflict resolution, health and wellness, nutrition, and mental health services. The department of health conducts STD screening. Our federal funds are used to develop the SLC model which is also supported by state funding.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

**NCLB/SED Status**

Beach Channel is Restructuring Comprehensive Advanced

**Beach Channel High School did not make AYP for the following:**

- ELA – All students, black students, students with disabilities, economically disadvantaged students
  - Mathematics – All students, black students, students with disabilities, economically disadvantaged students
  - Graduation rate
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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<sup>1</sup> School Under Registration Review (SURR)  
**MAY 2009**

The following focused interventions will be implemented to support improved achievement in the grade and subject areas for which the school was identified. The school was identified for ELA & Mathematics: black, white, SPED students and economically disadvantaged.

The strategies listed will be used for all students. However, more specific interventions will be needed for groups of students such as one on one tutoring for ELLs.

- Differentiated instruction in all classrooms to address the different readiness levels, interests, and learning profiles of the students in the various subgroups.
- Common planning time for teachers with a focus on interdisciplinary planning
- Using student achievement data to plan for instruction
- Study groups for teachers on using manipulatives in the classroom
- Professional development for teaching struggling students, ELLs, SPEDs
- Before school, after school, Saturday school tutoring using Kaplan materials as well as other Regents review materials in ELA and Math for all students
- Encourage students to attend review sessions during the school day
- Set up after school elective credit bearing related courses in subjects for students who passed the class but failed the Regents
- Program all level 1 and low 2 students for double blocked ELA or Math classes in the 9<sup>th</sup> grade
- Identify individual students with deficiencies in targeted areas using ARIS. HSST, Datacation
- Develop individual learning plans to assist students in earning course credit and passing Regents examinations: a) program students in preparatory classes for Regents examinations; b) encourage students to attend afterschool and weekend enrichment programs using Kaplan materials and Regents review materials.
- Provide curriculum-based field trip opportunities for all students

Graduation rate: all students

- Identify individual students with deficiencies in targeted areas using HSST, ARIS. Datacation and Regents examinations
- Schedule one-on-one transcript consultation between students and administrators/guidance to create, implement and monitor individual graduation plan for students.
- Provide students opportunities to accrue credits and complete graduation requirements by offering before, during and after school remediation, independent study courses, small group/one-on-one tutoring and counseling services.
- Develop post high school individual plans for students by providing college and career counseling.

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The 10% allocation is used to fund the UFT TC. The teacher center is staffed by a full time teacher who has access to all of the professional development opportunities provided to such centers in the city. The TC also coordinates all professional development conducted on and offsite with *High School That Work*, our SLC federal grant intermediary. The teacher center conducts workshops on using data, differentiated instruction, classroom management, etc.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Beach Channel has a mentoring program that serves the entire staff. Although most of teachers are now senior staff, they all have access to the following mentoring opportunities:

- a. One-on-one assistance from a subject area supervisor
- b. One-on-one assistance from the full time UFT Teacher Center staff developer
- c. One-on-one assistance from a ***High School That Work*** school improvement facilitator
- d. Access to a full range of on site and offsite professional development from the SLC office of the DOE and at Tweed and ***High Schools That Work***

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will mail home the letter provided by the Department of Education informing the parents about our NCLB status. Parents will also be notified at PTA meetings, and in our monthly newsletter.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school has reviewed the findings and will undertake the following:

- Created a school wide committee that reviewed the findings of this audit
- Used the audit to develop a tool for review to assess whether these findings were relevant to school
- Conducted a school wide forum on the findings
- Developed action plans to address any findings that relate to our school from our own assessment
- Charge the committee with monitoring and ensuring that any deficiencies are corrected

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

After reviewing the process of ELL instruction at Beach Channel we found evidence that supported the findings. ELLs were lost once they left the security of their periods of ESL with the same teacher.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This year we revised the LAP Allocation Policy. The ESL teacher attended professional development sponsored by the Office of English Language Learners. KNLSO will also provide professional development for ELLs as well as for general education teachers.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Created a school wide committee that reviewed the findings of this audit
- Used the audit to develop a tool for review to assess whether these findings were relevant to school
- Conducted a school wide forum on the findings
- Developed action plans to address any findings that relate to our school from our own assessment
- Charge the committee with monitoring and ensuring that any deficiencies are corrected

The mathematics department has consistently reviewed the curricula to ensure they are rigorous and are aligned with the NYS Process strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Prentice Hall core curriculum and McDougal Littell curricula are being used by the mathematics department. They are aligned with the process strand.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or

extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Created a school wide committee that reviewed the findings of this audit
- Used the audit to develop a tool for review to assess whether these findings were relevant to school
- Conducted a school wide forum on the findings
- Developed action plans to address any findings that relate to our school from our own assessment
- Charge the committee with monitoring and ensuring that any deficiencies are corrected

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Supervisor observations, walkthroughs, and Quality Reviewers also found the same result.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school has developed a professional development program with KNLSO, the UFT TC, and HSTW to address teaching and learning. Teachers are being trained in differentiated instructional strategies.

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**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of

student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Created a school wide committee that reviewed the findings of this audit
- Used the audit to develop a tool for review to assess whether these findings were relevant to school
- Conducted a school wide forum on the findings
- Developed action plans to address any findings that relate to our school from our own assessment
- Charge the committee with monitoring and ensuring that any deficiencies are corrected

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Supervisor classroom observations and walkthroughs support this finding. Our 2008-2009 Quality Review also supports this finding.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school has developed a professional development program with KNLSO, the UFT TC, and HSTW to address teaching and learning. Teachers are being trained in differentiated instructional strategies.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school's leadership team reviewed this finding.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not applicable. Beach Channel has not had any new teachers added to staff in 3 years. In fact, we have lost significant numbers of teachers due to decline in registers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The LAP committee along with the UFT TC reviewed the findings by looking at the school's professional development calendar.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school did not include professional development in the calendar for the year.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school developed a professional development program for the teachers of ELLs. This program can be seen in Appendix 2.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The LAP Committee examined this issue by looking at all of the data on ELLs in the school.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Besides the ESL teacher, no one had access to the student scores before ARIS was made available.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The LAP committee developed a plan to address these deficiencies. However, teachers now have access to ARIS and can see all relevant ELL data on the students in their classes. The ESL teacher and supervisor were given school wide access so that data could be shared. Print outs of scores from ATS have also been made available.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school has reviewed the findings and will undertake the following:

- Create a school wide committee that will review the findings of this audit
- Use the audit to develop a tool for review to assess whether these findings are relevant to school
- Conduct a school wide forum on the findings
- Develop action plans to address any findings that relate to our school from our own assessment
- Charge the committee with monitoring and ensuring that any deficiencies are corrected

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During the Spring of 2008, the Special Education Department was included in the Special Education Quality Assurance New York City Achievement Review. The focus review team examined the school's practices in relation to:

- Chapter 408
  - The dissemination of Individual Education Plans to all school stakeholders prior to implementation
  - The process by which Paraprofessionals are provided with the opportunity to review the IEP of the students for whom they provide support.
  - The process the school has established to inform staff of their responsibilities for implementing the IEP.
- Soft data such as differentiated lessons, interactive grouping and the use of a variety of academic and social strategies within classrooms that had students with disabilities.
- Hard data such as ELA/Math scores, Regents/RCT, IEP's progress reports and report cards for SWD's.

#### **Evidence**

- Classroom observations and staff interviews revealed that some general education stakeholders needed to be properly informed of how to meet the social and academic needs of SWD within their classes.
- Regents/RCT scores and ELA/Math levels revealed that although SWD's had shown some progress, more attention needed to be focused on literacy.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### **Addressing the Issues**

- September 2008, Chapter 408 was implemented with LaVern Eady, AP/ISS identified as school IEP liaison.
- Literacy curriculum was developed as an academic intervention to:
  - Remediate Regents/RCT prep skills for juniors/senior.
  - Regents prep for sophomores
  - Build literacy capacity for Level 1 and 2 incoming freshmen
- AGS Reading Comprehension assessment was administered to all SWD's who are in literacy courses to establish a baseline which will be compared to January 2009 scores.
- Monthly Professional Development in literacy, differentiated instruction and collaborative team teaching was established to assist general education and special education teachers in developing instructional skills and strategy to help meet the needs of SWD's.
- Monthly Departmental meetings and weekly study groups allows special education teachers to share student data and to brainstorm on implementing strategies that will effectively meet the social and academic needs of the SWD's.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school has reviewed the findings and will undertake the following:

- Create a school wide committee that will review the findings of this audit
- Use the audit to develop a tool for review to assess whether these findings are relevant to school
- Conduct a school wide forum on the findings
- Develop action plans to address any findings that relate to our school from our own assessment
- Charge the committee with monitoring and ensuring that any deficiencies are corrected

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Evidence**

- Some IEP's failed to clearly state the academic and social management needs.
- Some Behavioral Intervention Plans (BIP's) neglected to specify the baseline measure of the problem behavior, frequency, duration, intensity and/or latency of the targeted behaviors. Also missing were intervention strategies that classroom teachers could implement to help alter antecedent events to prevent the occurrence of the behavior.

- Specially designed instruction including adapting the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he/she can meet the educational standards that apply to all students was not present in every classroom with SWD's.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Addressing Issues**

- All IEP's are reviewed by team to ensure that they represent a comprehensive view of the student.
- In response to Chapter 408, IEP's are disseminated and reviewed with school stakeholders, prior to implementation
- On going IEP Professional Development in relation to:
  - Developing an appropriate FBA and BIP
  - Developing an effective IEP particularly:
    - Page 3 Present Academic Performance Statement and clearly stated Academic Management Needs
    - Page 4 Present Social/Emotional Statement and clearly stated Social Management needs
    - ELA/Math Goals
    - Transition throughout the IEP
- Additional Professional Development (Monthly) facilitated by SETRC/LSO/In house to provided teachers who instruct SWD's a broad wide of literacy based strategies.

**Topics Include**

- Collaborative Team Teaching (September '08)
- Differentiated Instruction across the curriculum (October '08))
- Analyzing Student Work and Work Product (November '08)
- Selecting Appropriate Literature (December '08))
- Regents Prep (January '09)
- Schools without Walls (February '09)
- Understanding how to support Your Child in Achieving his/her IEP goals (March '09)
- How to research and develop a project across the curriculum (April '09)
- Multi-cultural Math (May '09)
- Review of the IEP (June '09)

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are 11 students currently in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
  - Referrals to CBOs
  - School-based counseling and intervention services
  - Postings to increase awareness of the McKinney-Vento Act
  - Counselors track students and make referrals to on site intervention staff for ongoing support services
  - Provide ongoing textbooks and materials for free
  - Subsidized activities including college applications, prom, graduation, trips

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

## GRADES 9-12 LANGUAGE ALLOCATION POLICY

### Part I: School Ell Profile

#### 1. Language Allocation Policy Team Composition

<b>SSO/District:</b> 27Q410/Knowledge Network	<b>School:</b> Beach Channel High School
<b>Principal:</b> David Morris	<b>Assistant Principal:</b> Margo McKenzie
<b>Coach:</b> Marjorie Damashek	<b>Coach:</b>
<b>ESL Teacher:</b> Evgeniya Ponomorova	<b>Guidance Counselor:</b> Patricia Hernandez
<b>Teacher/Subject Area:</b> Beverly Stuart	<b>Parent:</b>
<b>Teacher/Subject Area:</b> Dawn Maldonado	<b>Parent Coordinator:</b> Leah Chase
<b>Related Service Provider:</b>	<b>SAF:</b> Michele Lloyd-Bey
<b>Network Leader:</b> Roz German	<b>Other:</b>

### B. Teacher Qualifications

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	5
Number of Conent Area Teachers with BiLingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL /Bilingual Certification	0

### C. School Demographics

Total Number of Students in School	1322	Total Number of ELLs	113	ELLs as Share of Total Student Population (%)	8.5%
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### Part II: ELL Identification Process

Potential Ell students entering Beach Channel High School will first be admitted by the pupil accounting secretary who will then notify the ESL coordinator of their presence. The ESL coordinator/teacher will administer the Home Language Identification Survey (HLIS). The responses to the questions on the survey are reviewed and then the LAB-R is used as a formal initial assessment to identify potential ELLs within the first 10 days of admittance. The person who conducts these assessments is a fully certified ESL teacher. All of the ELLs in the

school are also scheduled for the NYSELAT at the in spring semester. There is an informal interview in English, and, when possible, it is conducted in the native language with a translator. The ESL certified teacher does the initial screening and administers the HLIS and the LAB-R. The ESL teacher also uses the ELL parent information case to facilitate consultative and communication activities with parents in their native languages.

To make sure that parents understand the three program choices, (Transitional Bilingual, Dual Language, Freestanding ESL) the following plans have been put in place. After registering the child the parents/guardians are invited to visit the parent coordinator to view the video on the options. Written material in several languages is also available on the program options. Parental choice letters are also mailed to homes. This occurs within first week of registration. Entitlement letters, the Parent Surveys, and Program Selection Forms are returned to the school by parents or students. Outreach is made to families by the ESL coordinator, guidance counselor, and parent coordinator for students who have not returned the completed materials.

Beach High School is listed in the high school book as having an ESL program only. All of the students who apply are interested in an ESL program. The program is advertised at the high school fairs and at our Open Houses in the fall and the spring. Our trend in program choices has been freestanding ESL. Many parents of our students believe that ESL provides a better opportunity for the children to speak English quickly. The school has tried to meet this demand. Parent choice letters are sent out to the parents and filed by the ESL teacher on return in the assistant principal's office. Parents are also made aware of other options. The school is continuously examining parental trends in making plans for the future.

### Part III: ELL Demographics

#### A. ELL Programs

Beach Channel provides three periods for beginners, two periods for intermediate, and 1 class for advanced students. We currently have 1 class of beginners, 2 classes of intermediate, and 1 class of advanced.

#### B. ELL Years of Service Programs

**Number of ELLs by Subgroups**

All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	21
SIFE	30	ELLs receiving services 4-6 years	22	Long-Term (completed 6 years)	39

### ELLs by Subgroup – ESL Only

ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)		
All	SIFE	SPED	ALL	SIFE	SPED	ALL	SIFE	SPED
20	17	3	22	10	7	39	4	13

### C. Home Language Breakdown and ELL Programs

#### Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group					
	9	10	11	12	Total
Spanish	24	21	12	9	66
Bengali		2	1		3
Urdu			1		1
Arabic	1	1	1	1	4
Haitian Creole	1	2			3
French	1	2	2	1	6

### D. Programming and scheduling Information

ELLs are afforded equal access to all school programs. All ELLs have a choice of theme-based small learning communities, electives, College Now programs, and Saturday and PM school. ELLs play on all the athletic teams, attend after school clubs, Century 21 activities, yearbook and perform in the school band.

#### 1. Delivery of Instruction

The ESL teacher is a member of the English department. All students are instructed in a homogeneous ESL self-contained class based on proficiency on the NYSELAT and also through teachers' observations of student progress.

2. The students are programmed for ESL classes based on their NYSELAT proficiency levels. Students at the beginning level are programmed for 3 periods, intermediate, 2 periods, and advanced, 1 period per day.
3. All instruction in content areas and ESL classes is delivered in English with NL support. NL support is provided with translation dictionaries, glossaries, NL libraries, translation materials, and peer collaboration. During the Regents the students are provided upon the request with both, English and NL version of the exam. All assessment should be in two languages from day 1. Students are taught the skills of using both language exams and translation dictionaries in the classroom prior to the Regents.
4. The instruction is differentiated for different subgroups of ELLs according to their needs.
5. All ELLs are placed on the basis of their LAB-R and NYSELAT scores. Students who score at Beginner level are programmed for 3 periods daily of ESL, Intermediate, 2 periods, and Advanced, 1 period, respectively.

### **ELL Subgroups**

a. **SIFE** are students with a minimum 2-year gap in their formal education. SIFE students typically read and write below their grade level. To address the academic needs of these students, we offer one-on-one extra help in an after school program in each content area. It is also important to recognize the socio-cultural needs of SIFE. Some of these students have never been in academic settings, and those arriving from other cultures, struggle the hardest to get acclimated to their new environment.

b. **Newcomers** (students who have entered the US school system 0-3 year ago) comprise a relatively large subgroup of our ELL population. However, this group is not homogeneous, since it includes students functioning on their grade level, as well as SIFE, SE, and gifted students. Research indicates that strong NL skills transfer into strong English language skills, therefore students with strong academic and language background acquire English faster and generally do better in the academic settings than SIFE and SE students. AIS is offered to SIFE, and SPED students before school and after school 4 days per week in different content areas..

c. ELLs Receiving Services (4-6 years)

Our goal for potential long-term ELLs is to accelerate their language and academic progress and target their specific needs. They are entitled to extension of services through the BESIS.

d. Long-term ELLs Receiving more than 6 years of service

These students often have other special needs, therefore it's important to identify and target them. AIS is offered to them in our extended day program.

e. SE ELLs.

Collaboration between the ESL, SE, and grade-level content area teachers is important to provide appropriate instruction for these students. SE students participate in the grade-level program along with their peers. Consistency plays an important role for students with learning or behavioral disability while learning English. IEPs for ESL students should specify issues regarding language of instruction. A language specialist and a translator should be present if the parent of SE ELL does not speak English. IEP

6. Targeted Intervention Programs for ELLs in ELA, Math and other content areas

We have created Regents preparation courses, a Homework Helpers Program, as well as provided dictionaries, glossaries, use of materials in NL, extended time on exams, peer collaboration, among other interventions for the 2009-2010 school year. Listed below are some ESL strategies used in the content areas:

- Analyzing the textbook materials for the perspective of the ESL student
- Identifying and building on the background knowledge
- Identifying and teaching essential vocabulary
- Using a variety of visual aids
- Simplifying grammatical structures and paraphrasing to lighten the linguistic load
- Using learner-centered activities in small, cooperative groups
- Utilizing the unique identity of each student, etc.

Former ELLs receive testing accommodations and continuous support in their content area and ELA classes. New programs include Homework helpers, extra classes after school in content areas, and Regents preparation. All ELLs are enrolled in the Small Learning Communities and have access to specialty classes and enrichment opportunities, and sports activities.

All ELLs are provided with standard bearing grade-level instruction and materials. In ESL classes we use Milestones as a textbook. It is aligned with the standards and provides rigorous linguistic support including reading selections and academic language from different content areas, explicit English language instruction in grammar, vocabulary, and usage, listening materials, independent practice DVD, and graphic readers. The textbook is being supplemented with a wide range of reading material, both fictional and non-fictional. QTEL strategies are used to scaffold the reading comprehension and enhance learning experience. Computer lab class with Rosetta Stone will be made available for teacher and student use this year.

All instruction is delivered in English but there is no NL support. Engaging and grade-appropriate recourses and materials have been purchase. The school offers Open Houses for students in the fall and in the spring for all incoming students and their families. Language electives offered are Spanish, French, German, and Italian.

### **F. Professional Development and Support for School Staff**

Beach Channel High School has developed a comprehensive professional development plan for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students for the 2009-2010 school year. The plan emphasizes training in the process of identifying and serving ELLs. It also includes the exit criteria and support for former ELLs. A list of professional development topics and experiences and providers is included below.

The professional development is geared to all stakeholders in the school and satisfies the 7.5 hours for all school faculty and staff and the 10 hours for special education personnel. The personnel include subject area teachers, paraprofessionals, guidance counselors, special education teachers, the school psychologist, speech therapist, secretaries, school aides, and the parent coordinator. This training is conducted by in-house providers, the UFT TC, and HSTW.

**Professional Development Plan for ELL Teacher & Other Staff**

<b>Topic</b>	<b>Provider</b>	<b>When?</b>
1. The Principles of Second Language Acquisition	Ms. Ponomorova, ESL Specialist	October, 2009
2. Who are our ELLs?	Ms. Ponomorova, ESL Specialist	November, 2009
3. Identifying and Serving ELLs	Marie Rodriguez, Knowledge Network	December, 2009
4. Supporting ELLs in Content Area Classes	Marie Rodriguez, Knowledge Network	January, 2010
5. Scaffolding Comprehension for ELLs	Ms. Damashek, UFT TC	February, 2010
6. Sensitivity Training for Faculty & Staff	UFT TC	March, 2010
7. Differentiated Instruction for ELLs	UFT TC	April, 2010
8. Academic Language for ELLs	UFT TC	May, 2010

9. Promoting ELL Parental Involvement	UFT TC	June, 2010
10. Assessing ELLs	UFT TC	June, 2010

## **Parental Involvement**

Parents have full access to the school but ELL parent involvement is nonexistent. We have one ELL parent currently attending PTA meetings. There is a newsletter that goes out each month to all of the parents but it is only printed in English. This will have to change. The school calendar is also provided to all students and shared with parents. The parent coordinator is responsible for assisting with language translation and we must begin to use this resource more effectively.

## **Part IV: Assessment Analysis**

### **A. Assessment and Data Analysis**

Although Beach Channel High School is attempting to provide the traditional services to ELLs, the program is ineffective. ELLs are not accumulating credits to move from grade to grade as shown in the data below. They are also not passing the 5 mandated Regents with the required number of 65s and 55s for their cohort year. For the 2006 graduation year, of the 10 ELLs that are on target to graduate, only 2 of them have the appropriate number of Regents for their year to earn a diploma. For the 2006 cohort year, each student must have at least 3 of the mandated Regents with a grade of 65, and 2 of them with a grade of 55. The few ELLs that have made it to the senior year have not achieved this target for the most part.

In addition, ELLs are not acquiring the language skills that will allow them to score proficient on the NYSELAT and hence become exempt from the mandatory number of ESL classes (see chart below). This also prevents them from accumulating credits to graduate on time. ELL attendance is also poor and actually gets worst until the students abandon the effort and drop out of school. ELLs, unfortunately, are contributing to the drop out rate at Beach Channel High school which is currently over 20 per cent (see chart below).

There are many reasons why ELLs are not making progress at Beach Channel. Currently 30 of the 99 students listed as ELLs are SIFE students. For these students progress is slow as they are unprepared for high school work. As we will see below ELL attendance also contributes to the high failure rate. When students do not attend school regularly they miss instruction and are frequently behind.

The organizational structure established to service ELLs is also deficient. Currently, the school has one ESL teacher, and the remaining classes are covered by a certified English teacher. An assistant principal for English supervises these teachers. ELLs take all of their other classes with the general population with the typical interventions that are available for students such as 4 days of available extra help per

week. ELLs are not taking advantage of these opportunities. This must change as supervisors must do the appropriate outreach with the ESL and other subject area teachers to make sure that the ELLs are participating.

If one were to use the data to assess the quality of instruction available to ELLs in the ESL and subject area classes, one would have to conclude that it is not meeting their needs. Students are not testing out. In fact, the NYSELAT was not given to 27 students in 2009 because the only students tested were those in the ESL teacher's classes. In the past the ESL teacher coordinated the effort but the increase in ESL population and the budget reduction meant that the teacher now had to teach 5 classes instead of 4. Although in the past we had a problem meeting deadlines, this situation got worst as the teacher became overwhelmed with compliance procedures. After meeting with the KNLSO ELL specialist, the principal reviewed all aspects of ELL services at the school and became involved directly involved in assessing the program and formulating a revised LAP policy to better address the needs of ELLs.

The school just began to use the period assessments for ELLs. On the day of administration the teacher was absent and the assessment was administered by a substitute. This presented many difficulties which must be addressed. The administration window is narrow and the ELL teacher must be present to do this work. The principal will deal with this issue directly in the future.

### **B. ELL Periodic Assessments**

School leadership and teachers use the results of ELL Periodic Assessment to collect data about students' strengths and weaknesses and assess their readiness for the NYSELAT. The report provides useful information about students' performance in three modalities (Listening, Reading, and Writing) and also identifies skill areas where students need additional support individually and as a group. The Inquiry is comprised of school administrators and teachers reviews the report and uses the results to inform the instruction for ELLs. The team also examines the suggested instructional resources, such as Achieve 3000, Award, and Rev It Up while planning for the future steps to improve academic achievement of ELLs.

#### **NYSELAT PROFICIENCY RESULTS**

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
Beginner(B)	13	6	0	0	19
Intermediate(I)	13	20	10	5	38
Advanced (A)	10	8	8	4	30
Total Tested	36	34	18	9	97

**NYSELAT Modality Analysis**

Modality Aggregate	Proficiency Level	9		10		11		12	
LISTENING/SPEAKING	B		2		1		0		0
	I		7		7		6		2
	A		7		3		6		2
READING/WRITNG	B		8		2		1		0
	I		10		14		11		4
	A		8		5		4		5

**New State Regents Exam**

	Numbe of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	28	None for each test	8	None for each test
Math A Algebra	20	Same	14	Same
Geometry	0	Same	0	Same
Living Environment	59	Same	14	Same
Chemistry	6	Same	2	Same
Earth Science	16	Same	0	Same
Physics	0	Same	0	Same
Global History and Geography	33	Same	11	Same
US History and Government	25	Same	7	Same
Foreign Language	2	Same	2	Same

**Credit Accumulation for ELLs**

<b>Cohort Year</b>	<b>Total # of Students in Cohort</b>	<b># of Credits to Move up a grade</b>	<b># of Credits Earned by Students</b>
09	N/A	N/A	N/A
08	27	10+	11
07	20	20+	9
06	13	30+	10
05	10	30-44	6

**ELL Attendance**

<b>Grade</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Absent 10+ Days Prior Year</b>	19	8	12	7
<b>Absent 2+ Days YTD– Sept/Oct</b>	19	11	7	4

**Grade Designation by Cohort Year**

	<b>Cohort 09</b>	<b>Cohort 08</b>	<b>Cohort 07</b>	<b>Cohort 06</b>	<b>Cohort 05</b>	<b>Cohort 04</b>	<b>Cohort 03</b>
9 <sup>th</sup> Grade	18	10	5	2	0	0	0
10 <sup>th</sup> Grade	N/A	14	10	0	6	0	0
11 <sup>th</sup> Grade	N/A	0	10	4	7	0	1
12 <sup>th</sup> Grade	N/A	0	0	10	1	0	0

## **Plans for Addressing the Needs of ELLs**

To address the deficiencies in the ESL program at Beach Channel High School, the following changes will be implemented over the next 2 years:

1. All ELLs will be moved into an academy for the mandated Regents courses to focus instruction to their varying needs.
2. One guidance counselor will manage the caseload of ELLs.
3. After school tutoring will be mandated for all ELLs and parents notified in their native language.
4. ELLs will be invited to Regents preparation classes in December and January and again in May and June.
5. Regents will be provided in the Native Language of the ELL and all modifications will be administered.
6. Title III funding will be used to begin a Homework Helpers program for ELLs.
7. Parent outreach for ELLs will be done in the native language as much as possible.
8. A series of field trips that supports content knowledge of mandated Regents subjects and language acquisition will be planned.
9. Professional development on ELL instruction will be provided in-house as well as off site to support the needs of the ESL teacher, subject area supervisor, and teachers of mandated Regents. This program will also focus on teaching students the competencies necessary to score proficient on the NYSELAT and the Regents examinations.
10. The C-6 assignment for the ESL teacher will be enforced so that students receive services.
11. The 37 ½ minutes requirement that the teachers be available to provide extra help will also be enforced. The ESL teacher will be assigned to the room where most of the classes are conducted.
12. A monthly meeting schedule of the LAP committee will be set to monitor student progress and to make recommendations.

## **Summary**

Beach Channel has a long way to go to overcome the challenges of instructing ELLs and meeting their varied needs in the quest for a high school diploma. ELLs bring issues with them to school over which we no control, but when these students get here we must apply all of the available resources to provide them with the opportunity to succeed.

**Part VI: LAP Team Assurances**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margo Mckenzie	Assistant Principal		
Leah Chase	Parent Coordinator		
Evgeniya Ponomorova	ESL Teacher		
	Parent		
Beverly Stuart	Teacher/ Subject Area		
Dawn Maldonado	Teacher/Subject Area		
Margo McKenzie	Coach		
Marjorie Damashek	Coach		
Patricia Hernandez	Guidance Counselor		
Michele Lloyd-Bey	School Achievement Facilitator		
Roz German	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	