



**BEACON SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 03M479**  
**ADDRESS: 227 WEST 61 STREET**  
**TELEPHONE: (212) 245-2807**  
**FAX: (212) 245-2179**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 03M479      **SCHOOL NAME:** BEACON SCHOOL

**SCHOOL ADDRESS:** 227 WEST 61 STREET, NEW YORK, NY 10023

**SCHOOL TELEPHONE:** (212) 245-2807      **FAX:** (212) 245-2179

**SCHOOL CONTACT PERSON:** RUTH LACEY      **EMAIL ADDRESS:** Rlacey3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** RUTH LACEY

**UFT CHAPTER LEADER:** ALICE CORDERO

**PARENTS' ASSOCIATION PRESIDENT:** CHRISTINE CIRKER

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* KAYLA CHASSINE

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 03      **CHILDREN FIRST NETWORK (CFN):** CFN 107

**NETWORK LEADER:** NANCY SCALA

**SUPERINTENDENT:** ELAINE GORMAN

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
RUTH LACEY	*Principal or Designee	
KERRY DOWLING	*UFT Chapter Designee	
CHRISTINE CIRKER	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
RAYDALE BLAYLOCK	DC 37 Representative, if applicable	
KAYLA CHASSINE	Student Representative	
KAYA SIMMONS	Student Representative	
LOLA OYEDIRAN	Member/TEACHER	
VICTORIA SEPTH	Member/PARAPROFESSIONAL	
LOIS REFKIN	Member/PARENT	
MIRIAM SARRAFAN	Member/PARENT	
DIANE SHILLING	Member/PARENT	
SUZANNE TURET	Member/PARENT	
	Member/PARENT	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

The Beacon School is in its eighteenth year. It was created in 1993 by two educators, Ruth Lacey and Steve Stoll, with help from parents and faculty who shared the hope that a small, selective secondary school could survive in a large, heterogeneous public school system. The aim of Beacon is to provide a rigorous but individualized college preparatory curriculum in which information technology and aesthetic education play an integral part.

Since our inception, we have offered a dynamic, inquiry-based curriculum for all students exceeding standards set by the New York State Regents. Technology and arts are infused throughout the college preparatory curriculum. As part of their graduation requirements, students present annual performance-based projects to panels of teachers, pass New State Regents tests required by the State (currently, the Regents ELA), and perform community service at local not-for-profit organizations.

Our focus on technology and arts reflects the strengths we believe students need in an ever-expanding and complex world. Through these media, students are encouraged to maximize the ways in which they see, represent, and impact their world.

Beacon strives for a collaborative work environment that nurtures intellectual diversity, curiosity, and ambition. Beacon's strong sense of community is nurtured through its advisory system, its caring staff, and its extensive extra-curricular and sports programs. The community thrives because of the meaningful contributions by various leadership organizations that include staff, parents, and students. Among the most active are the School Leadership Team, the Academic Standards Committee, the faculty departments, the programming/ data team, the School Based Support Team (for Special Education), the Arts Committee, and the Inquiry Team. The work of these groups and others enables the school to tend to its students' needs and promote their success.

Beacon graduates are fully prepared to attend an institution of higher learning and to become active citizens in their larger communities.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</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	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

### 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.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

We reviewed the last two Progress Reports/ Report Cards, the most recent Quality Review, as well as recent assessment data, especially data relating to course passing rates, graduation rate our performance-based assessments (PBA's) and the ELA Regents Examination. We also looked at the work of last year's Inquiry Team and the minutes of staff development, faculty meetings (departments and the Academic Standards Committee), and the School Leadership Team from 2010. The following represents our conclusions:

### *Trends and Accomplishments:*

- Our achievement on the ELA Regents Examination has improved markedly over the past four years. We maintained that high level this year: nearly 2/3 of our Juniors continue to score 85 or above on the test. Only two did not achieve a level of 65%. See table below:

	<b>TOTAL COHORT</b>	<b>85-100</b>	<b>%</b>	<b>65-84</b>	<b>%</b>	<b>55-64</b>	<b>%</b>	<b>0-54</b>	<b>%</b>
<b>CLASS 2008</b>	216	57	26.4%	129	59.7%	26	12.0%	2	0.9%
<b>CLASS 2009</b>	241	107	44.4%	124	51.5%	6	2.5%	1	0.4%
<b>CLASS 2010</b>	277	184	66.4%	86	31.0%	3	1.1%	0	0.0%
<b>CLASS 2011</b>	293	193	65.9%	98	33.4%	1	.3%	1	.3%

- We graduated a higher percentage of students on time: 98.1% compared to 95.1% last year (4-year rate). All Special education and ELL students graduated on time, and all Special Education students received Regents level diplomas.
- Our upper level elective offerings for upperclassmen continue to offer exciting, challenging new courses in science, English, history, arts, and Spanish. Last year, we had nearly 150 students taking college courses PER SEMESTER! (At John Jay College, NYU, Hunter, and Fordham.)
- All teachers in all departments continue to refine the creation and evaluation of performance-based assessments. Last year, our efforts to have students take greater responsibility for their learning really paid off. As a consequence, our overall passing rate for classes increased to 96.8% from 95.6% in 2009 and 93.1% in 2008.
- As a school, we have maintained our performance on our Progress Report Card (A).

### *Barriers/ Areas to Address:*

- Our educational success has come to a great extent from the autonomous ingenuity of our teaching staff. Teachers are encouraged to create their own curricular units and assemble unique resources. On the other hand, teachers seek clarity about the school's expectations and policies. Our parents and students seek clarity about our scope and sequence and about the consistency of standards across disciplines or within disciplines. (see results of Learning Environment Survey Report, 2010). Clarity of standards and expectations will be especially important this year as the DOE introduces national core standards into the city curriculum. We need to improve our collaborative efforts, particularly at grade levels and across disciplines, in order to redefine our scope and sequence and address our standards in light of the national initiative. As a school we need to improve our communication about these standards to the entire Beacon community. (Goal #1).
- Our Special Education students, despite their well-deserved achievement listed above, score at consistently lower levels than general education students in their performance-based assessments. Overall, in the junior and senior years, they average a score of a little over 2.5 (out of 4) compared to an average of 3 for general ed students. We need to boost this achievement, as it adversely affects their ability to achieve higher grades in their subject levels. We plan to take advantage of the Special Education initiative to address this need. (Goal #2)
- Due to budget cuts, it will be a continued challenge to maintain our high quality of education across all subject levels, while offering numerous electives and a rich after-school program. We have been forced to cut our Chinese program (last year) and our French program (this year). Thus, it is imperative that we continue to maintain a high quality Spanish program that includes upper level classes. (Goal #3)

**SECTION V: ANNUAL SCHOOL GOALS**

<b>Goal 1:</b>	<b>Describe your goal.</b> <i>The Beacon staff will improve our ability to collaborate and communicate with students and parents, particularly regarding school expectations and standards.</i>
<b>Measurable Objective</b>	<b>Set the measurable target that will define whether you have met your goal.</b> <ol style="list-style-type: none"> <li>1. <i>Objective:</i> Our ability to better communicate to the Beacon community will be reflected by a score of 7.4 or above in Communication on our next learning environment survey.</li> <li>2. <i>Objective:</i> Frequency of meetings by professional learning groups will go up by 50%.</li> <li>3. <i>Objective:</i> 100% of students and parents will receive a revised scope and sequence document for all academic subjects by March of 2011.</li> </ol>
<b>Goal 2:</b>	<b>Describe your goal.</b> <i>The Beacon staff will collaborate to boost the academic achievement of our 58 Special Needs students (5% of our population) on performance-based assessments.</i>
<b>Measurable Objective</b>	<b>Set the measurable target that will define whether you have met your goal.</b> <p>Objective: Special Needs students will improve their average PBA score by an aggregate of 5% (by .2 on a scale of 4).</p>
<b>Goal 3:</b>	<b>Describe your goal.</b> <i>The Beacon world language department will maintain the high levels of achievement by increasing scores on performance based assessments, the numbers of students taking higher level course, and the numbers taking university sponsored, on-line foreign language courses.</i>
<b>Measurable Objective</b>	<b>Set the measurable target that will define whether you have met your goal.</b> <ol style="list-style-type: none"> <li>1. <i>Objective:</i> Spanish students will improve their achievement on performance-based assessments by an aggregate of 5%.</li> <li>2. <i>Objective:</i> Beacon students will increase their participation in college level courses, both inside (AP level) and outside the school by an aggregate of 10%.</li> <li>3. <i>Objective:</i> Beacon students will increase their participation in on-line foreign language courses by 100%.</li> </ol>

**SECTION VI: ACTION PLAN**

<b>Goal Number 1</b>	
<b>Goal 1:</b>	<i>The Beacon community will improve our ability to collaborate and communicate order as we clarify our school expectations and standards.</i>
<b>Measurable Objective</b>	<ol style="list-style-type: none"> <li>1. <i>Objective:</i> Our ability to better communicate to the Beacon community will be reflected by a score of 7.4 or above in Communication on our next learning environment survey.</li> <li>2. <i>Objective:</i> Frequency of meetings by professional learning groups will go up by 50%.</li> <li>3. <i>Objective:</i> 100% of students and parents will receive a revised scope and sequence document for all academic subjects by March of 2011.</li> </ol>
<b>Action Plan</b>	The administration in collaboration with the Academic Standards Committee will reassemble professional learning groups in the fall of 2010 and assist each team to schedule regular common planning time during the week. Each team will set goals for the year that are particular to their group, and publicize these goals to other groups. In addition, each team will collaborate with representatives of the Academic Standards Committee to re-define grade level scope and sequence plans, as well as standards regarding the acquisition of knowledge and skill development by students. Monthly staff meetings and parts of monthly departmental meetings will be devoted to communicating progress on the scope and sequence, and on analyzing national core standards and their applicability to our curriculum. By February of 2011, each department will have created a draft of the revised scope and sequence for each grade level. After administrative review and feedback from the SLT, the final scope and sequence will be posted on the Beacon portal by the end of March, 2011, along with a revised Graduation Handbook (to be developed by the Academic Standards Committee). Finally, we will ask the Parent Coordinator to organize a major school-wide effort to increase participation in the learning environment survey during the Spring of 2011.
<b>Aligning Resources:</b>	Our portal will be revised so that both the Scope and Sequence and the Graduation Handbook are readily available to the entire Beacon community. Hard copies will be sent to those parents who don't have access to a computer. Also, we will submit the documents to the DOE translation bureau to get them translated into home languages relevant to our parent population.
<b>Indicators of Interim Progress and/or Accomplishment</b>	Professional learning groups will share minutes regarding scope and sequence with their department facilitators, with other members of the ASC, and with the administration. We will publicize progress by select learning groups as an incentive for others to follow suit. We will publish the Scope and Sequence and the Graduation Handbook in late March of 2011.

<b>Goal Number 2</b>	
<b>Goal 2:</b>	<i>The Beacon staff will improve our ability to collaborate and communicate with students and parents, particularly regarding school expectations and standards.</i>
<b>Measurable Objective</b>	Objective: Special Needs students will improve their average PBA score by an aggregate of 5% (.2 on a scale of 4).
<b>Action Plan</b>	<p>In May- August of 2010, the administration and select Special Ed staff will meet with each family of Special Needs students to review their IEP's and strategize the best allocation of services for each student's needs. Special Education teachers will complete a Student Inventory to analyze how best to serve each student both programmatically and educationally. This inventory and feedback from families will guide our programming of students into SETSS and CTT classes for next year. Students will be programmed according to their needs, and will be programmed for a fewer number of different teachers than in the past. We will target general education teachers who are both flexible in making accommodations and strong in organizational skills for this population. The support services will be revised: we will create new SETSS and a pull-out CTT classes that focus on academic content in one of two areas: Humanities enrichment and/or Mathematics enrichment. These classes will complement push-in CTT services in Math and English. Study skill development will be integrated into both the pull-out and push-in academic classes. The intent is for Special Needs to receive as much academic support as possible related directly to what they are studying in their academic classes (rather than a generic "Study Skills" class as we have done in the past).</p> <p>Both general education teachers and Special education teachers will collaborate on an on-going basis throughout the year, using preparation time to commonly plan curriculum and make necessary modifications to materials where needed. Special needs students will come to class with clearer expectations and plans about what to accomplish and how to accomplish it. Rather than a reactive model, we are switching to a pro-active one.</p> <p>When PBA's are assigned, the intent is for the modifications and accommodations to already have been designed for each Special needs student. All professionals will work closely with the student and the family to clarify expectations and maximize potential.</p>
<b>Aligning Resources:</b>	<p>We will provide per session for after-school tutoring in advance of performance-based assessments. Teachers (gen ed and Special ed) will collaborate to revise and modify readings, assignments, and assessments, as needed. A use of a planner given by the school will be imperative for all students, and the use of the on-line portal for readings will be maximized.</p>
<b>Indicators of Interim Progress and/or Accomplishment</b>	We will analyze the achievement on the January PBA's, and then compare to previous years. In June, we will assess the year's progress on the PBA's by Special Needs students, and compare to the General Ed. population.

<b>Goal Number 3</b>	
<b>Goal 3:</b>	<i>The Beacon world language department will maintain the high levels of achievement by increasing scores on performance based assessments, the numbers of students taking higher level course, and the numbers taking university sponsored, on-line foreign language courses.</i>
<b>Measurable Objective</b>	<ol style="list-style-type: none"> <li>1. <i>Objective:</i> Spanish students will improve their achievement on performance-based assessments by an aggregate of 5%.</li> <li>2. <i>Objective:</i> Beacon students will increase their participation in college level courses, both inside (AP level) and outside the school by an aggregate of 10%.</li> <li>3. <i>Objective:</i> Beacon students will increase their participation in on-line foreign language courses by 100%.</li> </ol>
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. During Professional Development sessions, the Spanish department will meet at grade levels to collaborate on refining common curricular standards, units, and teaching techniques. A schedule for units should be common across each level; pedagogical and resource choices within each unit should be made by individual teachers, but done in collaboration with and communicated to other members of the department.</li> <li>2. The Spanish department will commit to speaking 75% in Spanish during Spanish 1 classes, 80% during Spanish 2 classes, and at least 95% during Spanish 3 classes or above. Students will be required to do the same, except when directly translating from Spanish to English. This standard should include written material from the teacher.</li> <li>3. The Spanish teachers and all academic advisors will encourage students to seek upper levels of world languages, either through Beacon courses in Spanish or through the acquisition of language through collegiate courses or on-line courses.</li> </ol>
<b>Aligning Resources:</b>	\$441,048 Salaries for 6 full time Spanish teachers. College and on-line courses have no cost to the school.
<b>Indicators of Interim Progress and/or Accomplishment</b>	We will analyze PBA results in June of 2011. In February of 2011, we will analyze results of final assessments in January, and in June of 2011 we will examine the results of programming choices by students. We also will monitor enrollment in college language courses by students in both the fall semester and spring semester.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – 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				
9	3	1	Not Known	Not Known	25	15	15	7
10	10	16	2	3	32	10	10	7
11	11	47	20	12	25	9	9	12
12	20	70	27	20	27	17	17	9

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

- 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>Teachers administer one-to-one tutoring before, during, and after school. The tutoring focuses on skills and content to supplement classroom instruction, to aide in the completion of projects and tests, and to prepare students for their performance based assessments (PBA’s). In addition, we give after-school tutoring preparation in advance of the ELA Regents, and after-school PM and Summer School to help students make up missing credits or performance based assessments.</p>
<p><b>Mathematics:</b></p>	<p>Teachers administer one-to-one tutoring before, during, and after school. The tutoring focuses on skills and content to supplement classroom instruction, to aide in the completion of projects and tests, and to prepare students for their performance based assessments. In addition, we give after-school PM and Summer School to help students make up missing credits or performance based assessments.</p>
<p><b>Science:</b></p>	<p>Teachers administer one-to-one tutoring before, during, and after school. The tutoring focuses on skills and content to supplement classroom instruction, to aide in the completion of projects and tests, and to prepare students for their performance based assessments. In addition, we give after-school PM and Summer School to help students make up missing credits or performance based assessments</p>
<p><b>Social Studies:</b></p>	<p>Teachers administer one-to-one tutoring before, during, and after school. The tutoring focuses on skills and content to supplement classroom instruction, to aide in the completion of projects and tests, and to prepare students for their performance based assessments. In addition, we give after-school PM and Summer School to help students make up missing credits or performance based assessments.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance Counselors identify at-risk students from NC lists, failed PBA scores, failed Regents scores, and student transcripts. They advise students and parents in one-to-one conferences or via email about missing credits, opportunities to make up work, and alternative programming choices. They also counsel individual students regarding emotional issues affecting academic performance and refer them to outside providers where appropriate. Finally, counselors advise students one-to-one about post-high school transition opportunities and needs.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The School Psychologist processes initial requests for Special Education services, tests students, and conducts Triennial evaluations of Special Education students.</p>

<b>At-risk Services Provided by the Social Worker:</b>	The School Social Worker helps the School Psychologist processes initial requests for Special Education services, tests students, and conducts Triennial evaluations of Special Education students.
<b>At-risk Health-related Services:</b>	The School Nurse provides assistance to students with diabetes, with food allergies, with asthma, and other chronic diseases (including Krohn’s disease, sickle cell anemia, and lyme disease) on an as needed basis. In addition, the nurse provides emergency care for injuries or illnesses to all general ed students on an as needed basis.

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9,11&12 Number of Students to be Served: 3 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1 Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview \_\_\_\_\_

**Section II. Title III, Part A LEP Program Narrative**

- I. **Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):**  
The Beacon School has an ESL program that consists of one class with 3 students, one at the advanced level and two at the intermediate level. The ESL class meets 2- 4 periods a week for one and one half hours after school, frequency according to the need of the student. The teacher is a teacher certified in English Communication Arts for Day High School. The students are given reinforcement with their Speaking, Listening, Reading and Writing skills in English through their subject class assignments in the ESL class. Conversations in English are based on everyday life experiences and what the students have learned in their various subjects. The format is one-on-one tutoring, and consultation on class projects and essays. Intensive support is given in preparation for the student’s applications to four year colleges which takes place in the fall and winter of 2010.

**II. Parent/community involvement:**

Parent Involvement consists of contacting parents to approve participation in the ESL program at Beacon (there is no Bilingual Program at Beacon). Translation services are offered during Parent Teacher Conferences.

**III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):**

N/A

**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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**Section III. Title III Budget**

School: Beacon School BEDS Code: 03M479

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures
Professional salaries (schools must account for fringe benefits) - Per session	\$2,521.00	60 hours of per session for the ESL teacher to support 3 ELL Student: 60 hours x \$42.01 (current teacher per session rate) = \$2,521.00
<b>TOTAL</b>	\$2,521.00	From Fair Students Funding

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES 9-12 LANGUAGE ALLOCATION POLICY Narrative  
Beacon School, 03M479**

*Describe how you identify English Language Learners (ELLs) in your school. Answer the following:*

For new students, we administer the Home Language Identification Survey (HLIS), including an informal oral interview in English by either an administrator, an admissions staff member or our Parent Coordinator, and a formal initial assessment (an analysis of a student’s transcript, an example of his writing, and a test in Math and Foreign Language). Depending on the outcome of the survey and interview, we then administer the LAB-R. Those who qualify under the LAB-R test are then assigned to our ELL program. Every May we evaluate the ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Upon entering the school and after qualifying for an ESL program, a student’s parents are given materials that explain the DOE ELL program, which at Beacon includes only a Freestanding ESL program. This is made available in a number of languages. Because Beacon is a screened school, students who are in need of other ELL programs are not recommended for admission by the Regional Admissions office (SEMS). The Parent Coordinator follows up with calls and emails to the parent, and a child’s academic program is

adjusted to include the ESL program. An entitlement letter is sent home to the parent, again, in the home language, notifying him or her of the child's inclusion in the freestanding ESL program. This is normally done within the first week of a child's admission to the school.

*Program selection:*

Program Selection: is not applicable to Beacon. We offer only a Freestanding ESL program to ELL students. Parents sending their children to Beacon are made aware of our program offering by SEMS. Our model is consistent with the parental requests for placement.

*How is instruction delivered?*

Classes are pull-out, as an extra class for ELL students, which extends after school two-four days per week X 90 minutes per day. The class is heterogeneous, and instruction is given through a balanced literacy model using themes from the books that students are assigned. Classes are taught by an experienced teacher licensed in ESL. Content is given in English, and instruction is scaffolded so that complex readings and assignments are broken down into comprehensible segments. Additional instruction is offered to improve vocabulary using a variety of techniques including cue cards and rhyming techniques. Classes are differentiated according to each student's level of comprehensible input. Pacing is likewise done according to student capacity. Newcomers are given materials to match their level of understanding, and particular attention is given to helping them understand the expectations, procedures and standards set out by academic courses. ESL students are given intensive tutoring in preparation of their summative assessments (called Performance-based Assessments or PBA's at Beacon). The results of these assessments are analyzed by the ESL teacher and instruction and tutoring is altered so as to improve achievement over time.

Our targeted intervention programs for ELLs are in ELA, math, as well as other content areas. This includes intensive small group and individual tutoring by classroom teachers in preparation for the ELA (11<sup>th</sup> grade), additional support and counseling by the ESL teacher in preparation for the Math, Science and History PBA's, academic advisement by each student's adviser (meeting 1 time per week for 45 minutes) and by guidance counselors on an as-needed basis. Preparation for the NYSELAT exam is given by the ESL teacher in advance of the test. Students who pass the NYSELAT continue to receive transitional support from both the ESL teacher and their academic adviser. In addition, they are given access to college counseling services, which include an hour-long one-on-one session, advisory classes, on-line instruction, and college information nights (4) per year.

*What new programs or improvements will be considered for the upcoming school year?* For 2011, our program is remaining the same as last year when we initiated after-school services. This program allows our ELL students to participate in all possible academic offerings, including arts electives, science electives and physical education, while still receiving the supports that they need. In 2011, we will provide supports from both the ESL teacher and the college office (guidance counselors and an outside consultant) to help our senior with his applications to college and our junior with getting prepared for the college search.

ELL students at Beacon do very well. They graduate (all have graduated in the past four years), they participate in after school activities, college courses, and athletics, and they can and do enroll in all the variety of academic electives. There is no course or program in which they are prohibited from either trying out for or participating in. ESL students also can take any foreign language offered at Beacon (Spanish or French) or apply to take foreign languages offered at colleges associated with Beacon (Fordham, John Jay, Hunter, or NYU).

Instructionally, ELL students have access to computers in a computer lab or library all day long. In addition, they have access to the Beacon portal, on which they can survey a plethora of resources, including their course schedule and syllabi, their daily homework assignments, their PBA scores, all after-school activities, and other pertinent academic information. The ESL class is delivered in a computer lab, so that students can access and work on homework and other assignments, according to the class plan.

The ESL class is delivered in English, appropriate to each student's age and intellectual level. ELL students are taught in English for 100% of the day. In addition, ELLs are integrated into all classes other than the ESL pull-out program. No content is taught separately.

For new ELL students at Beacon, the first day of school is spent in advisory, where instruction is given regarding the Beacon schedule, use of technology, disciplinary code and rules, policies, and expectations for success. A new student is paired with an experienced Beacon student to act as a buddy/ peer facilitator. Additionally, each student receives a daily planner and instruction on how to use it. During this day, an Activities Fair is held in which all student clubs and athletics hold informational and sign-up sessions. All are encouraged to participate.

*Professional Development:*

In 2011, our ESL teacher is a part of established professional learning groups which meet once per week throughout the year (organized by discipline, by level, meeting approximately 30 hours per year). In these sessions, teachers focus on issues of literacy: how to better their teaching of literacy, how to better integrate the teaching of literacy throughout every discipline, and how to best respond to the individual needs of each student. Our ESL teacher has assisted in developing agendas and strategies for success at these meetings. At our monthly faculty meetings, we will hold two sessions to specifically address the needs of individual students, especially in preparation for the ELA and performance-based assessments.

*Parental Involvement:* Parents of ELLs participate in twice yearly parent-teacher conferences, in after-school college information nights (4 times for Juniors- seniors), in Parent Association meetings, and in individual meetings with guidance counselors or advisers (on an as-needed basis). We address the needs of our ELL parents on an as-needed basis. The Parent Coordinator sends out a weekly announcement by email to the parents that updates them about the activities in the school. The academic adviser also communicates information specific to the student as issues come up. When appropriate, parents are called in by the adviser and/ or guidance counselor to assist with family issues or to address concerns about our ELL students.

*Data patterns* are difficult to determine, because we only have three students, one of whom is new to the school and one, a senior, is only in his second year. The senior passed the ELA Exam last year. Regarding PBA's, our two upper-class ELL students passed all four academic subjects. One student, a junior in his second year at Beacon, raised two of his four PBA grades over the previous year's marks.

Over the past five years, our ELL students have passed all of the PBA's, Regents ELA examinations, and graduated on time. We do not use DOE periodic assessments, but instead our own project-based assessments are administered throughout the year in all academic subjects. These results are described twice a year in anecdotal reports and communicated to parents through parent-teacher conferences. The Periodic Assessments demonstrate that intensive one-on-one tutoring with classroom teachers in advance of due dates and carefully crafted, well-scaffolded project assignments are the most effective tools for boosting achievement by ELL students. We evaluate the success of ELL program by analyzing the results of our PBA assessments, achievement on the ELA Regents exam, and graduation rates.

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

**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**

Beacon High School determines the primary Language spoken by: [1] for parents of students entering Beacon from another NYC public school by reviewing various ATS reports [such as RESI, RHLA, etc.] as well as other DOE documentation such as Emergency Contact Card Information; [2] for parents of students who are entering Beacon High School from Private or another city, we review any records obtained from the entering student’s former school; [3] when a student enters Beacon High School, parents are given by hand a Home Language Identification Survey for them to complete, and our records [via ATS - UPPG] are updated with the information we receive. Home Language surveys are kept on file and placed in the student’s cumulative record folder.

We need to continue to be diligent in identifying the Home Language needs of our families. Support allotted at current levels are deemed to be sufficient to our needs.

#### **Part B: Strategies and Activities**

Currently, there are 1,987 Parents/Guardians attached to Beacon High Schools 1166 students. Below is a breakdown of their home languages. Most of our parents request that we use English for communication. Approximately 79 % of Beacon High School students report that their home language is English.

Beacon School makes available to families various DOE documents [such as the Discipline Code, School Calendars, etc.] in the home languages. Information with regard to home languages is shared with the school community via staff meetings and through the Beacon portal (an on-line resource available to all staff). Translators are available during Parent-Teacher conferences, which occur twice a year, as well as to other parent conferences with guidance or staff.

<b>Home Language</b>	<b>#</b>	<b>Home Language</b>	<b>#</b>	<b>Home Language</b>	<b>#</b>	<b>Home Language</b>	<b>#</b>
Afrikaans	2	Fulani	1	Nepali	1	Turkish	1
Albanian	5	Georgian	0	Pilipino [aka Tagalog]	2	TWI	1
Arabic	6	German	3	Polish	5	Urdu	2
Armenian	1	Hebrew	3	Portuguese	4	Wolof	1
Bambara	1	Italian	3	Romanian	3	Unknown	2
Bengali	14	Japanese	8	Russian	6		
Cantonese	2	Kanarese	0	Serbo-Croatian	3		
Bulgarian	1	Korean	3	Spanish	139		
Chinese /Any	3	Niger-Congo	1	Swedish	1		
English	921	Lithuanian	2	Thai	1		
French	9	Mandarin	3	Slovak	2	Total	1,166





## **APPENDIX 7: 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 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).

Currently, there is 1 student in 11<sup>th</sup> grade. In 2009-10, there were 6 students over the course of the year. The number for 2010-11 may change according to student circumstances.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

The services provided to students depends upon the specific needs of the family. The services we have provided in the past include:

- Contact city agencies and officials to help the family to get housing;
- Provide essential resources related to school or school attendance, including clothing, school supplies, college application fees, use of a computer, printing materials and privileges, and other classroom materials required by teachers.
- Contact with the family by an academic advisor and a guidance counselor to report on student progress, on-going issues, and needs of the student;
- Contact with the family by the Parent Coordinator to communicate information about relevant parent meetings and school events.
- After school tutoring and/ or study opportunities in school.

These services will all be continued this year, according to student need.

3. 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. \$7,330.00

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Beacon High School						
<b>District:</b>	3	<b>DBN:</b>	03M47	<b>School</b>		310300011479	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		94.9	94.9	95.1
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		99.5	99.8	99.0
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		17.1	19.8	21.3
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		2	6	7
Grade 9	281	275	314	<b>Recent Immigrants - Total Number:</b>			
Grade 10	300	298	274	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	284	291	285		1	0	1
Grade 12	265	280	287	<b>Special Education</b>			
Ungraded	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	1130	1144	1160		17.1	19.8	21.3
				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
				<i>(As of June 30)</i>	2007-	2008-	2009-
				Principal Suspensions	0	0	0
				Superintendent Suspensions	0	0	0
				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	271	243
				Early College HS Program Participants	96	60	128
				<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	7	2	TBD	Number of Teachers	56	56	56
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals	12	10	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	2	14	% fully licensed & permanently assigned to this	98.2	100.0	100.0
				% more than 2 years teaching in this school	71.4	82.1	89.3
				% more than 5 years teaching anywhere	58.9	64.3	73.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	95.0	91.1
(As of October 31)	2008-	2009-	2010-	% core classes taught by "highly qualified" teachers	77.1	95.2	93.0
American Indian or Alaska Native	0.1	0.2	0.3				
Black or African American	15.0	13.7	15.9				
Hispanic or Latino	21.2	21.6	23.1				
Asian or Native Hawaiian/Other Pacific	6.6	7.4	8.1				
White	54.1	52.6	52.3				
Male	40.2	39.6	40.6				
Female	59.8	60.4	59.4				

**2009-10 TITLE I STATUS**

	Title I						
v	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v		v	
Ethnicity							

American Indian or Alaska Native						-	
Black or African American				v			
Hispanic or Latino				v			
Asian or Native Hawaiian/Other Pacific				-		-	
White				v			
Multiracial							
Students with Disabilities				-		-	
Limited English Proficient				-		-	
Economically Disadvantaged				v			
<b>Student groups</b>				<b>5</b>		<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	74.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 107/ 03</b>	District	School Number <b>479</b>	School Name <b>Beacon School</b>
Principal <b>Ruth Lacey</b>	Assistant Principal <b>Harry Streep III</b>		
Coach	Coach		
Teacher/Subject Area <b>Rachel Ratcliffe/ ESL</b>	Guidance Counselor <b>Vivian Molina</b>		
Teacher/Subject Area <b>Sarah Fink/English</b>	Parent <b>Christine Cirker</b>		
Teacher/Subject Area	Parent Coordinator <b>Judy Moore</b>		
Related Service Provider	Other		
Network Leader <b>Nancy Scala</b>	Other		

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1166</b>	Total Number of ELLs	<b>3</b>	ELLs as Share of Total Student Population (%)	<b>0.26%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

For new students, we administer the Home Language Identification Survey (HLIS), including an informal oral interview in English by either an administrator, an admissions staff member or our Parent Coordinator, and a formal initial assessment (an analysis of a student's transcript, an example of his writing, and a test in Math and Foreign Language). Depending on the outcome of the survey and interview, we then administer the LAB-R. Those who qualify under the LAB-R test are then assigned to our ELL program. Every May we evaluate the ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Upon entering the school and after qualifying for an ESL program, a student's parents are given materials that explain the DOE ELL program, which at Beacon includes only a Freestanding ESL program. This is made available in a number of languages. Because Beacon is a screened school, students who are in need of other ELL programs are not recommended for admission by the Regional Admissions office (SEMS). The Parent Coordinator follows up with calls and emails to the parent, and a child's academic program is adjusted to include the ESL program. An entitlement letter is sent home to the parent, again, in the home language, notifying him or her of the child's inclusion in the freestanding ESL program. This is normally done within the first week of a child's admission to the school. Program Selection: is not applicable to Beacon. We offer only a Freestanding ESL program to ELL students. Parents sending their children to Beacon are made aware of our program offering by SEMS. Our model is consistent with the parental requests for placement.d

Scheduling

## Part III: ELL Demographics

### A. ELL Programs

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										1		1	1	3
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	0	1	1	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	3
		Special Education	0

<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	0	<b>Long-Term (completed 6 years)</b>	0
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

<b>ELLs by Subgroups</b>										
	<b>ELLs (0-3 years)</b>			<b>ELLs (4-6 years)</b>			<b>Long-Term ELLs (completed 6 years)</b>			<b>Total</b>
	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	3									3
<b>Total</b>	3	0	0	0	0	0	0	0	0	3

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish														0
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	1	0	1	1	3

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Classes are pull-out, as an extra class for ELL students, which extends after school two-four days per week X 90 minutes per day. The class is heterogeneous, and instruction is given through a balanced literacy model using themes from the books that students are assigned. Classes are taught by an experienced teacher licensed in ESL. Content is given in English, and instruction is scaffolded so that complex readings and assignments are broken down into comprehensible segments. Additional instruction is offered to improve vocabulary using a variety of techniques including cue cards and rhyming techniques. Classes are differentiated according to each student's level of comprehensible input. Pacing is likewise done according to student capacity. Newcomers are given materials to match their level of understanding, and particular attention is given to helping them understand the expectations, procedures and standards set out by academic courses. ESL students are given intensive tutoring in preparation of their summative assessments (called Performance-based Assessments or PBA's at Beacon). The results of these assessments are analyzed by the ESL teacher and instruction and tutoring is altered so as to improve achievement over time.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

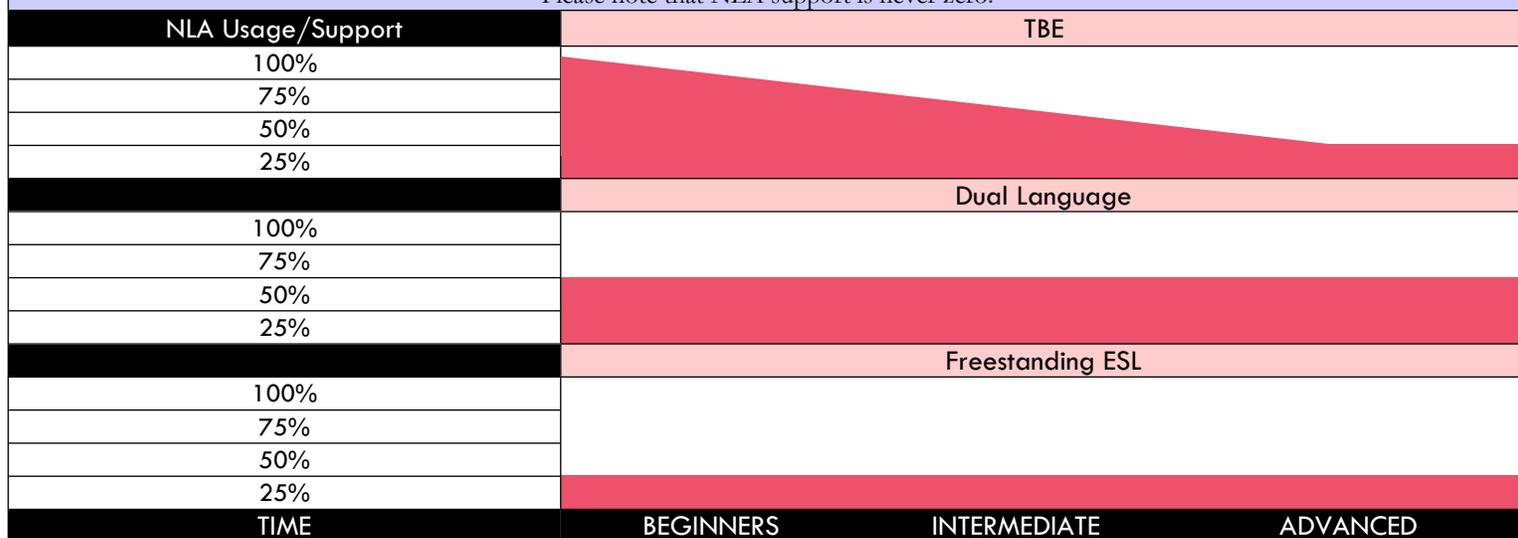
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

### Native Language Arts and Native Language Support

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



### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Our targeted intervention programs for ELLs are in ELA, math, as well as other content areas. This includes intensive small group and individual tutoring by classroom teachers in preparation for the ELA (11th grade), additional support and counseling by the ESL teacher in preparation for the Math, Science and History PBA's, academic advisement by each student's adviser (meeting 1 time per week for 45

minutes) and by guidance counselors on an as-needed basis. Preparation for the NYSELAT exam is given by the ESL teacher in advance of the test. Students who pass the NYSELAT continue to receive transitional support from both the ESL teacher and their academic adviser. In addition, they are given access to college counseling services, which include an hour-long one-on-one session, advisory classes, on-line instruction, and college information nights (4) per year. For 2011, our program is remaining the same as last year when we initiated after-school services. This program allows our ELL students to participate in all possible academic offerings, including arts electives, science electives and physical education, while still receiving the supports that they need. In 2011, we will provide supports from both the ESL teacher and the college office (guidance counselors and an outside consultant) to help our senior with his applications to college and our junior with getting prepared for the college search.

ELL students at Beacon do very well. They graduate (all have graduated in the past four years), they participate in after school activities, college courses, and athletics, and they can and do enroll in all the variety of academic electives. There is no course or program in which they are prohibited from either trying out for or participating in. ESL students also can take any foreign language offered at Beacon (Spanish or French) or apply to take foreign languages offered at colleges associated with Beacon (Fordham, John Jay, Hunter, or NYU). Instructionally, ELL students have access to computers in a computer lab or library all day long. In addition, they have access to the Beacon portal, on which they can survey a plethora of resources, including their course schedule and syllabi, their daily homework assignments, their PBA scores, all after-school activities, and other pertinent academic information. The ESL class is delivered in a computer lab, so that students can access and work on homework and other assignments, according to the class plan.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

The ESL class is delivered in English, appropriate to each student's age and intellectual level. ELL students are taught in English for 100% of the day. In addition, ELLs are integrated into all classes other than the ESL pull-out program. No content is taught separately.

For new ELL students at Beacon, the first day of school is spent in advisory, where instruction is given regarding the Beacon schedule, use of technology, disciplinary code and rules, policies, and expectations for success. A new student is paired with an experienced Beacon student to act as a buddy/ peer facilitator. Additionally, each student receives a daily planner and instruction on how to use it. During this day, an Activities Fair is held in which all student clubs and athletics hold informational and sign-up sessions. All are encouraged to participate.

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

In 2011, our ESL teacher is a part of established professional learning groups which meet once per week throughout the year (organized by discipline, by level, meeting approximately 30 hours per year). In these sessions, teachers focus on issues of literacy: how to better their teaching of literacy, how to better integrate the teaching of literacy throughout every discipline, and how to best respond to the individual needs of each student. Our ESL teacher has assisted in developing agendas and strategies for success at these meetings. At our monthly faculty meetings, we will hold two sessions to specifically address the needs of individual students, especially in preparation for the ELA and performance-based assessments.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents of ELLs participate in twice yearly parent-teacher conferences, in after-school college information nights (4 times for Juniors- seniors), in Parent Association meetings, and in individual meetings with guidance counselors or advisers (on an as-needed basis). We address the needs of our ELL parents on an as-needed basis. The Parent Coordinator sends out a weekly announcement by email to the parents that updates them about the activities in the school. The academic adviser also communicates information specific to the student as issues come up. When appropriate, parents are called in by the adviser and/ or guidance counselor to assist with family issues or to address concerns about our ELL students.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)												1	1	2
Advanced (A)										1				1
Total	0	0	0	0	0	0	0	0	0	1	0	1	1	3

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

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

### NYS Math

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Data patterns are difficult to determine, because we only have three students, one of whom is new to the school and one, a senior, is only in his second year. The senior passed the ELA Exam last year. Regarding PBA's, our two upper-class ELL students passed all four academic subjects. One student, a junior in his second year at Beacon, raised two of his four PBA grades over the previous year's marks.

### Additional Information

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

Periodic Assessments demonstrate that intensive one-on-one tutoring with classroom teachers in advance of due dates and carefully crafted, well-scaffolded project assignments are the most effective tools for boosting achievement by ELL students. We evaluate the success of ELL

## Additional Information

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		