



BEACH CHANNEL HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (27/QUEENS/27Q410)

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

TELEPHONE: 718-945-6900

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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 100-00 Beach Channel Dr., Rockaway Park, NY 11694

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

SCHOOL CONTACT PERSON: Dr. David Morris **EMAIL ADDRESS:** Dmorris2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Robert Brevetti

PRINCIPAL: Dr. David Morris

UFT CHAPTER LEADER: David Pecoraro

PARENTS' ASSOCIATION PRESIDENT: Paige Badger

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 302

NETWORK LEADER: Roz German

SUPERINTENDENT: Juan Mendez

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
Dr. David Morris	*Principal or Designee	
David Pecoraro	*UFT Chapter Chairperson or Designee	
Paige Badger	*PA/PTA President or Designated Co-President	
Doreen Mercado	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lois Nally	DC 37 Representative, if applicable	
Gilmary George Chelsea Wilkerson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robert Brevetti	Member/CSA	
Alice Baumann	Member/UFT	
April Wallach	Member/UFT	
Donna Thaxter	Member/Parent	
Arlene Rivera	Member/Parent	
Terry D’Amelio	Member/Parent	
Chandra Knight	Member/Parent	
Beverly Penn	Member/Parent	
Gregory Arnold	Member/CSA	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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.

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.

In 2006 Beach Channel received a federal grant to transform itself from a large urban high school into small schools within a school where the emphasis would be on sustaining high achievement in Small Learning Communities (SLCs). 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.

The SLC plan required that all students choose a specialty before entering the 9th grade. These specialty programs included Business, The Arts, Law, Justice, and Civil Rights, Oceanography and Maritime Studies. Initially, each of these programs became an SLC with its own heterogeneous group of students and assistant principal/director, guidance counselor, and cadre of teachers and student councils. This structure had to be adjusted as we were downsized and the subsequent loss of staff and programs forced us to rethink how we organized the school.

In 2009 we divided our entire school into cohorts based on the date of entry. This structure allows us to focus on meeting NCLB mandates as well as provide targeted assistance to each subgroup within each cohort. All incoming 9th graders were enrolled in the Genesis Academy. Each SLC Cohort was assigned a dedicated assistant principal, guidance counselor, and cadre of teachers who meet twice a 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 9th graders were exposed to each specialty offered in the school in a rotating elective. At the end of the school year they would choose an SLC specialty, which, in essence, would become their major.

In the fall of 2009 the Department of Education announced that Beach Channel High School would be phased out in 2013, and there would be no incoming class for 2010. This development was a great setback to the school. Although a court order has kept the school open, the incoming class of 2010 has less than 60 students. The announcement also led to an exodus of students, budget reductions, and loss of staff, some of whom sought other positions to avoid excessing and becoming part of the Absent Teacher Reserve (ATR) pool.

In spite of the setbacks, the SLC cohort structure has been maintained but the classes are not as pure as our reorganization into cohorts. Teachers work with at least two cohorts, and students have been mixed to maximize resources. Furthermore, the transformation from large comprehensive high school to Small Learning Communities continues to be 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 Children First Network. Our CFN 302 provides us with a network leader and cohort of principals who meet monthly to share ideas, as well as other professional development opportunities.

There is common planning time for teachers built into the schedule of each cohort. Teachers focus on curriculum and instruction, student achievement, student attendance, data analysis, inquiry, common core state standards, and our emphasis on improving outcomes for all.

Other school-wide initiatives include a guidance-driven student advisory program built around a book of activities that the students complete throughout the year. Activities pursued are goal setting, self-assessment, self-progress monitoring, and a transition plan to work or college for students in the 4th year of high school. Students keep this book when they graduate high school.

School leaders and faculty have developed partnerships and affiliations with colleges and community-based organizations that support our mission and vision. Our partners include SUNY Maritime College, John Jay College of Criminal Justice, Queensborough and Kingsborough Community Colleges, York, Brooklyn, and Queens Colleges, and Hofstra University, and the Rockaway Park Queens Library Adult center. Other affiliations are 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.

Central to our turnaround has been an emphasis on teacher teams. We have developed an SLC implementation committee which is made up of assistant principals, teachers, and guidance counselors. Funded by the SLC grant the committee meets weekly. It oversees the SLC implementation plan, and members participate in professional development opportunities aimed at improving classroom instruction and raising student achievement. Other teams include a student advisory committee, and a student council committee, SPED and LAP committee.

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 (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					
School Name:	Beach Channel High School				
District:	27	DBN #:	27Q410	School BEDS Code:	342700011410

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					79.7	79.1	TBD		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					92.5	91.8	TBD		
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					65.5	65.5	75.4		
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8					7	19	TBD		
Grade 9	691	571	437	Recent Immigrants: Total Number					
Grade 10	503	475	398	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	314	246	259		3	22	15		
Grade 12	283	254	222	Suspensions: (OSYD Reporting) – Total Number					
Ungraded	1	1	3	(As of June 30)	2007-08	2008-09	2009-10		
Total	1792	1547	1319		3	22	15		
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	91	87	88						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	118	94	83	Principal Suspensions	281	324	TBD
Number all others	104	109	90	Superintendent Suspensions	115	63	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	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	68	72	105	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	19	30	(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	115	83	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	49	45	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	TBD
	149	146	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100	100	TBD
American Indian or Alaska Native	.8	1.0	0.9	Percent more than two years teaching in this school	81.7	92.0	TBD
Black or African American	53.1	52.2	49.6	Percent more than five years teaching anywhere	62.5	81.8	TBD
Hispanic or Latino	31.8	34.0	37.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.9	3.4	3.2	Percent Masters Degree or higher	83.0	86.0	TBD
White	10.4	9.0	7.7	Percent core classes taught by "highly qualified" teachers	95.0	97.0	TBD
Multi-racial							

DEMOGRAPHICS						
Male	57.4	58.8	57.7	(NCLB/SED definition)		
Female	42.6	41.2	42.3			

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</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)				<input checked="" type="checkbox"/>			
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)				
	ELA:		ELA:	X			
	Math:		Math:	X			
	Science:		Grad. Rate:	X			
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**	Progress Target
All Students				X	X	X	54
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				X	X		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				X	√	
Multiracial				-	-	
Other Groups						
Students with Disabilities				X	X	
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
Student groups making AYP in each subject				1	2	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	D	Overall Evaluation:	√
Overall Score	38.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	5.3	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	10.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	20.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	1	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

Analysis of a variety of data sources for Beach Channel High School will show that up until the 2007-2008 school year, the trend had been one of rising student achievement and overall improvement in school performance. This was most evident in the Small Learning Community (SLC) initiative, the implementation of which has been integral to our restructuring plan. Attendance rates were up in the SLCs, 9-11th grades; so were 4 year graduation rates, and AYP as measured by NCLB performance indices. Adoption and implementation of new curriculum and instructional models such as Understanding by Design (UbD), and differentiated instruction (Di,) were beginning to become a reality in the classrooms.

In the 2008-2009 school year, Beach Channel suffered a number of setbacks. It began to become increasingly clear that the school was having a difficult time competing for students with the new small schools. Prior to this year, the school attracted a number of higher performing students with good attendance. With the creation of the new small schools, some of these students now attend Scholars Academy, across the street, and Channel View School for Research, which opened on the Beach Channel campus in the 2004-2005 school year. Prior to that year students from the phased-out ALPS program fed directly into Beach Channel. With the closing of MS180, MS198 and changes at MS202 and MS225, Beach Channel lost its main feeder schools. The phasing out of Far Rockaway High School has led to an increase in the number of special education students and changing demographics has also seen an increase in the ELL population, even though the school enrollment registers dropped to approximately 1,350 students. In 2008-2009, the incoming class of 222 freshmen included 104 students who were absent 15 days or more in the 8th grade, with a significant percentage overage for their grade. These students had 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.

In the fall of 2009, the DOE included Beach Channel as one of 19 schools slated for phase out. Intervention of the courts delayed the DOE phase out plans and the school received a freshman class of approximately 60 students. The loss of students and budget reduction has resulted in loss of key staff through excessing. Several teachers also went on the Open Market and found jobs in other schools.

Our biggest setback for the 2009-2010 school year was dropping to 47% in four-year graduation rate, not making AYP for all subgroups in accordance with NCLB, and earning a D on the progress report.

Preliminary results for the 2010-2011 New York State Report Card will show that the graduation rate improved to 52 per cent. Although this is 2 percentage points short of the total to make AYP, it is progress. However, on the Progress Report the school was given an F.

Our most significant aid to school-wide improvement has been our SLC restructuring plan. Barriers remain, though, such as a high percentage of struggling incoming 9th grade, and overage students who enroll throughout the school year. 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.

Our students have struggled to accumulate credits. We have given them the opportunity to make up seat time through grade and credit recovery programs to ensure success. Student daily attendance continues to be a challenge and remains at between 69 per cent and the mid 70s depending on the day of the week. We have initiated outreach to parents and students using the attendance teachers to make home visits, and the telephone system.

The New York State Report Card for 2003-2004, 2005-2006 and the New York State Accountability Overview Report for 2006-2007 show that there had been substantial growth in subgroup performance over the years with a high point of 59 percent in graduation rate. However, beginning with the 2007-2008 report Beach Channel's graduation rate for all students was now 51 percent, but for first time, made AYP for White students. It also made AYP for White students and Hispanic students in ELA and Math. For the 2008-2009 school year the report showed that Beach Channel's graduation rate continues to slide and stood at 49 percent. The school made AYP for Hispanics in ELA and Math, and for White students in math only. All other groups failed to make progress. For the 2009-2010 Report card the graduation rate dropped to 47 per cent. BCHS only made AYP for two subgroups, black and white students in English Language Arts. Students with disabilities and ELLs continue to lag behind general education students in all measures. We have not made AYP for these subgroups in ELA and Math, or graduation rate.

Beach Channel received an overall grade of 'F' on the 2009-2010 Progress Report. A breakdown of the last Progress Reports are provided below:

	2008-2009	2009-2010
School Environment	F	D
Student Performance	D	F
Student Progress	F	F
Overall School	D	F

The trends in the number of credits earned each year are indicated below:

	2008-2009	2009-2010
10 credits 1 year	50.8%	60.3%
10 credits 1 year bottom 3 rd	34%	55.4%
10 credits + 2 year	46.2%	51.6%
10 credits + bottom 3 rd	29.2%	40.2%
10 credits + 3 rd year	52.7%	48.2%
10 credits + 3 rd year bottom 3 rd	36.6%	31.4%

Although outcomes improved at the school, the bar was raised and BCHS received an F. The students in their third year, more specifically, the 2007 cohort was the only group that did not make progress. We have to address this issue head on as this class is scheduled to graduate in 2011.

One of the most significant obstacles to progress has been attendance. Another has been the culture of failure that some students bring to the school. However, we have addressed these issues by

counseling students into attending institutes where the stigma of being behind is not pronounced such as YABC and GED programs.

For the 2009-2010 school year, many initiatives have been implemented to increase credit accumulation in all grades. Most significantly, organizing the school community around cohorts where teachers and faculty analyze cohort data through Common Planning Time, Inquiry Teams and advisory, set goals, and implement interventions based on findings.

The Learning Environment survey score results for 2009-2010 improved from 2008-2009. Teacher response levels also improved. However, only 5 per cent of the parents responded to the survey.

We will continue to reach out to all stakeholders in an effort to improve these scores on all accountability indicators.

Between 2006-2008, Beach Channel earned 'proficient' scores on the Quality Review (Beach Channel did not have a Quality Review 2009-2010.) Although some progress was noted after each review, the following areas for improvement were recommended in our most recent review in the fall of 2008:

- Develop action plans that stem from the school-wide goals to ensure more rigorous monitoring can take place at regular intervals during the year
- Ensure completion of the next Learning Environment survey better reflects the growing positivity of the school
- Refine instructional practices so that lessons are rigorous, differentiated more consistently and meet the needs of all students, especially the higher achievers
- Engage parents more fully in the school but in particular in the learning process of their children.

School leaders, faculty and staff have focused on addressing these recommendations.

The most significant aid to our school's continuous improvement has been the implementation of the SLC restructuring plan. For the last four years we have made progress in breaking down the departmental model of our large comprehensive high school and replacing it with small learning communities where interdisciplinary teams of teachers and supervisors share responsibility for 300 or less students occupying contiguous space. We have had to adjust and start over each year as we have lost staff to excessing and the Open Market. We continue to try to maintain common planning time, inquiry teams, guidance-driven advisory, personalization, attendance monitoring, and academic, behavioral, and career goal setting among students.

SREB, HSTW, and the Office of School Redesign, the CFN 302 have provided professional development for staff. Although our federal grant provides limited funding, it has had a significant impact on our progress by providing access to national workshops on SLCs and one-on-one expertise on site. Up until last year HSTW provided us with a mentor who visited several times each month. Our onsite UFT Teacher Center, staffed by a part-time master teacher, has also been a great asset in providing one-on-one and follow-up professional development. There is a cadre of teachers who are willing to try new things. These teachers have voluntarily presented at professional development workshops for staff and serve on our SLC implementation committee.

Data tools in assessing implementation and monitoring of initiatives improved in the school with the availability of ARIS. Teachers now have data tools at their finger tips. We have quickly implemented a training program so that teachers will have frameworks for analyzing the data, identifying trends and needs, and setting goals and interim benchmarks for students.

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 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, LAP committee, and SPED committees have all been given new life by our SLC plan.

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 goals. Although the number of principal's suspensions remains high, superintendent's suspensions have declined.

Although Beach Channel has made some progress in raising student achievement, barriers still remain. Convincing faculty and staff that we must meet our student 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 8th 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. Three years ago 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. We have encouraged all of parent to log in to the ARIS Parent Link. We are hoping that this tool will help parents to become more involved.

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. The loss of staff has also had a negative impact. However, we continue to push on with our professional development plan.

To reiterate, competition from nearby high schools for the same shrinking pool of students, budget reductions, and the announced phase out have had an impact on the school. Many of our young teachers who were the initial backbones of the SLC's had to be placed in excess and are now working at other schools. We persevere with a seasoned staff. Three years ago 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 SLC's; and supervisors took on more teaching responsibilities. However, we were able to strengthen our SLC initiative even though common planning time has suffered.

Since last year we have organized our school by cohort in response to these challenges. The incoming 9th students were placed in a 9th grade academy SLC with a rotating elective. At the end of the year, these students would select their 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. There has been a rapid increase in numbers of these students at our school. However, we have introduced intervention programs to address their needs. An afterschool ELL program has been developed using Title III funds to provide after school help for ELLs in core

Regents subjects. Professional development opportunities have also been planned for subject area teachers of ELLs.

In the past one barrier to continuous improvement was the lack of student voices in our SLC development, and within the culture of the school. This is no longer the case. Two years ago we started student councils in each SLC. These were very successful as students took on projects such as improving conditions in the cafeteria; enhancing teaching and learning in their own classrooms; preparing for Homecoming in the fall, and SLC Field Day in the spring. Last year students raised the bar of their involvement level by planning even more activities. SLC students took the initiative to create and manage a school dance, career day and talent show – the first of these events in the past six years. Just recently, our students met with the supervisor for ground transportation for the MTA to discuss improving transportation in the Rockaways.

Beach Channel High School has faced many hurdles. However, there is a cadre of staff committed to meeting these challenges in improving outcomes for all.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal # 1

To improve the graduation rate by 8 percentage points from 52 to 60 per cent by August 2011

The SLT and the school's SINI Corrective Action committee reviewed the state report card and concluded that BCHS was 8 points below the graduation rate standard.

Goal # 2

To make adequate yearly progress (AYP) in mathematics for all subgroups by improving our performance index from 149 to 167 by August 2011

The SLT and the SINI Corrective Action committee met and identified the subgroups that the school did not make AYP for in the 2008-2009 report. The performance index was 147. The school needs a score of 160 to make AYP in the all students category.

Goal # 3

To make adequate yearly progress (AYP) in ELA for all subgroups by increasing our performance index from 168 to 171 by August 2011

The SLT and the SINI Corrective Action committee met and identified the subgroups that the school did not make AYP for in the 2008-2009 report. The performance index was 152. The school needs a score of 165 to make AYP in the all students category.

Goal # 4

To have 65 per cent of all students earning 10 plus credits each year by August 2011

The SLT and the SINI Corrective Action committee analyzed Progress Report data and found that less than 65% of students were earning 10 plus credits each year.

Goal # 5

To develop, initiate, and implement a comprehensive turnaround plan across 50 per cent of the school by August 2011

The school was slated by the DOE for phase-out in the fall 2009. The SINI Corrective action committee met to develop a comprehensive turnaround plan that will be initiated and implemented in 50 per cent of the school by August 2011.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Implications for Budget</p> <ul style="list-style-type: none"> • OTPS: paper, postage, general supplies, rental for phone master • Per session for guidance counselors to conduct PM sessions for parents and students • Per session for inquiry teams and professional development for teachers and assistant principals • Use Title I to fund UFT TC on site • NYSTL textbooks for students • C4E funds to reduce class size for poor low performing students • Use SLC federal grant, Corrective Action 91, Title I, Title III to supplement programs <p>Staff/Training</p> <ul style="list-style-type: none"> • Set up before school, during school, and after school tutoring, Regents preparation, and credit recovery programs <p>Schedule</p> <ul style="list-style-type: none"> • Set up programs beginning in September and ending in August 2011
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval (frequency) of periodic review</p> <ul style="list-style-type: none"> • August 30 2010-August 2011 <p>Instrument(s) of measure</p> <ul style="list-style-type: none"> • Graduation rate <p>Projected gains</p> <ul style="list-style-type: none"> • 6 per cent growth

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To make adequate yearly progress (AYP) in mathematics for all subgroups by improving the performance index from 149 to 167 by August 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions</p> <ul style="list-style-type: none"> • Review assessments exam data for each student • Assess student needs in mathematics • Program students in algebra classes that address common deficiencies <p>Strategies /Activities</p> <ul style="list-style-type: none"> • Differentiate instruction in all algebra classes • Use Acuity to assess progress • Provide intervention for struggling students: extra help before school, during school, and after school, use computer software and graphing calculators, different types of project-based learning experiences, set up a “Redo” program, and use credit recovery for students who fail to make progress <p>Target Population</p> <ul style="list-style-type: none"> • All students <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • Assistant Principal Supervision Mathematics, Teachers, Principal <p>Implementation Timelines</p> <ul style="list-style-type: none"> • September 2010-August 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Implications for Budget</p> <ul style="list-style-type: none"> • OTPS – purchase calculators, computers and software, paper • NYSTL – review books for Regents preparation • C4E to reduce class size for poor and low achieving students • Title III funds will be used to address the specific needs of ELLs <p>Staffing/Training</p> <ul style="list-style-type: none"> • Per session to pay for after school tutoring, Regents preparation, credit recovery, professional development <p>Schedule</p> <ul style="list-style-type: none"> • Set up professional development as well as after school tutoring, Regents preparation, and credit recovery programs that address student needs
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interval (frequency) of periodic</p> <ul style="list-style-type: none"> • Each marking period, each term, and at the end of the year <p>Instrument(s) of measure</p> <ul style="list-style-type: none"> • Course grades, periodic assessments, Regents grades <p>Projected gains</p> <ul style="list-style-type: none"> • 5 to 8 per cent growth for each cohort of students

English Language Arts

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To make adequate yearly progress (AYP) in ELA for all subgroups by improving the performance index from 168 to 171 by August 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions</p> <ul style="list-style-type: none"> • Review assessments exam data for each student including ELLs and SWDs • Assess student ELA needs • Program students in ELA classes that address common deficiencies <p>Strategies /Activities</p> <ul style="list-style-type: none"> • Differentiate instruction in all ELA classes • Use Acuity to assess progress • Provide intervention for struggling students: extra help before school, during school, and after school • Use software programs such as Classroom Inc. to provide remediation for students • Set up a “Redo” program, and use credit recovery for students who fail to make progress • Train teachers for the new January 2011 Regents as well as working with struggling students <p>Target Population</p> <ul style="list-style-type: none"> • All students <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • Assistant Principal Supervision ELA, Teachers, Principal <p>Implementation Timelines</p> <ul style="list-style-type: none"> • September 2010-August 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Implications for Budget</p> <ul style="list-style-type: none"> • OTPS – purchase computers, paper, Classroom Inc. program • NYSTL – review books for Regents preparation, software • C4E to reduce class size for poor and low achieving students • Title III to address the needs of ELLs <p>Staffing/Training</p> <ul style="list-style-type: none"> • Per session to pay for after school tutoring, Regents preparation, credit recovery, professional development <p>Schedule</p> <ul style="list-style-type: none"> • Set up professional development as well as after school tutoring, Regents preparation, and credit recovery programs.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interval (frequency) of periodic</p> <ul style="list-style-type: none"> • Each marking period, each term, and at the end of the year <p>Instrument(s) of measure</p> <ul style="list-style-type: none"> • Course grades, periodic assessments, Regents grades <p>Projected gains</p> <ul style="list-style-type: none"> • 5 to 8 per cent growth for each cohort of students

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To have 65 per cent of all students earning 10 plus credits each year by August 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions</p> <ul style="list-style-type: none"> • Meet with full faculty and staff at professional development sessions to assess the academic needs of the students including ELLs and SWDs • Implement an enriched curriculum for all students in all grades • Set up systems of prevention and intervention in guidance and programs for struggling learners such as tutoring, PM school, credit recovery, in class using the RTI model • Strengthen the attendance procedures <p>Strategies/Activities</p> <ul style="list-style-type: none"> • Use UFT TC, <i>High Schools That Work</i> and other providers to set up a professional development schedule focused on having students develop academic skills • Continue the work of inquiry teams for each cohort of students • Refine the organization of the school's program around cohorts with assistant principals, guidance counselors, and teachers assigned to each • Refine our common planning periods to aligned with the prevention and intervention programs • Provide enrichment activities for students • Redesign the attendance outreach system • Continue to use the SINI Corrective action Committee to monitor school progress <p>Target Population</p> <ul style="list-style-type: none"> • All students 9-12th grades <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • Faculty and staff, assistant principals, principal <p>Implementation Guidelines</p> <ul style="list-style-type: none"> • These programs will be implemented from August 30, 2010-August 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Implications for Budget</p> <ul style="list-style-type: none"> • Use tax levy and title I funds to create the position of academic recovery teacher in using the RTI model • Allocate SLC funds for <i>HSTW</i> services and use Title I to pay for the UFT TC for professional development • Continue the SINI Corrective Action committee using corrective action funds • Use Title III to address the specific needs of ELLs • Use all sources of funds to pay for OTPS items such as paper, postage, and other supplies • Apply for AIDP grant to strengthen attendance outreach <p>Staff/Training</p> <ul style="list-style-type: none"> • UFT TC and HSTW will provide professional development for faculty and staff throughout the year • Train teachers in the RTI model <p>Schedule</p> <ul style="list-style-type: none"> • Academic recovery will become part of the teachers' schedule of course choices • Build professional development into the year's schedule

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Interval (frequency) of periodic review

- Each marking period, each term, and at the end of the year

Instrument(s) of measure

- Students earning 10 + credits at the end of each year

Projected gains

- 65 per cent of students

Subject/Area (where relevant): School Turnaround Plan

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop, initiate, and implement a comprehensive turnaround plan across 50 per cent of the school by August 2010</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions</p> <ul style="list-style-type: none"> • The SINI Corrective Committee will meet to develop, initiate, and implement a comprehensive turnaround plan for the school • The SINI committee will consult with faculty and staff in designing the plan and make any adjustments before implementation begins • The Plan will use Alan Blankstein’s <i>Failure is Not an Option</i> Model. This includes a common mission, mission, values and goals; systems of prevention and intervention that boost student achievement; collaborative teaming with emphasis on teaching and learning; use of data in decision making; family and community engagement; and building sustainable leadership <p>Strategies/Activities</p> <ul style="list-style-type: none"> • The SINI committee will conduct a needs assessment and action planning session with the entire faculty and staff • The committee will review the staff assessment of student needs and include this input into the full plan • The committee will garner all resources in implementing the school wide plan • The committee will meet each week to review implementation of the plan <p>Target Population</p> <ul style="list-style-type: none"> • Students(-12th grade; all faculty and staff <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • SINI Committee, faculty and staff, assistant principals, principal <p>Implementation Guidelines</p> <ul style="list-style-type: none"> • August 30, 2010-August 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Implications for Budget</p> <ul style="list-style-type: none"> • Use Corrective Action 91 budget to support the school wide implementation plan • Tax levy, federal SLC grant, and Title I funds will be used for professional development to train committee and faculty and staff in implementing the plan • OTPS will be used for paper, postage, general supplies <p>Staff/Training</p> <ul style="list-style-type: none"> • A Professional development plan will be set up to address the needs of the faculty and staff in instituting the model <p>Schedule</p> <ul style="list-style-type: none"> • Set up committee meeting and professional development session after school

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Interval (frequency) of periodic review

- Each marking period, each term , end of year

Instrument(s) of measure

- Faculty and staff compliance with the turnaround plan

Projected gains

- 50 per cent implementation of turnaround plan across the school

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 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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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		76	115	81	67	1	45	1
10		92	77	180	73	3	70	1
11		75	25	90	108	1	40	1
12		37	15	93	165	1	23	1

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<ol style="list-style-type: none"> 1. Destination Reading – an online reading improvement program – before, during and after school. 2. Vantage Learning – an online, interactive writing program – before, during and after school. 3. Credit Recovery 4. Independent Study 5. Regents prep classes
Mathematics:	<ol style="list-style-type: none"> 1. Provide instructional opportunities outside of the regular classroom experience. For example, the extended day program, Saturday morning tutoring, credit recovery, and summer program for all students. 2. Infuse technology in the lesson planning so that students learn useful skills. 3. Use more computer technology, for example, geometer sketchpad, manipulative and hands on to make math classes more interactive and student friendly. 4. Together with the guidance counselors, conduct effective outreach to students who do not attend school regularly.
Science:	<ol style="list-style-type: none"> 1. Credit Recovery, grade recovery, one-on-one tutoring – all provided before, during and after school. 2. Creation of a Regents prep class – during the day.
Social Studies:	<ol style="list-style-type: none"> 1. Credit Recovery, grade recovery, one-on-one tutoring – all provided before, during and after school. 2. Creation of two Regents preparation classes – during the day. 3. Independent Study courses in law, economics, government, global history and American history to earn credit after school.
At-risk Services Provided by the Guidance Counselor:	Utilizing the ASCA model counselors provide services to students experiencing academic, attendance and behavioral concerns. 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, during SLC Common Planning.

<p>At-risk Services Provided by the School Psychologist:</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. Students experiencing acute/chronic emotional distress receive intervention services during the school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>A brief intervention/solution focused model is provided to students receiving at-risk social work services. Students are usually seen individual 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 for school-based counseling services. Students who have IEP mandates for counseling are also seen by the Related Services Provider for services.</p>
<p>At-risk Health-related Services:</p>	<p>Currently all students with health-related services have either an IEP mandate or 504 plan for professional services.</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 (2010-2011) Language Allocation Policy to this CEP.

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) 9-12 Number of Students to be Served: 97 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) 1 PM School Teacher

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

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 ELL's. 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	September 2010 through June 2011	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 Museums and cultural places of interest	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 update and maintain skills in	4 conferences	2 in Fall and 2 in	DOE providers	DOE ELL specialists

				Serving ELLs		the Spring		
Supplies/Materials	97	9-12	English	To develop listening and comprehensive skills. To provide students with appropriate level reading materials. Use computer technology to provide differentiated instruction and to expedite English language acquisition.		Ongoing	Penguin/Heinemann Heinle	Book publishers 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.

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 and Other Staff

Topic	Provider	When?
1. Strategies for Learning through Writing	Ms. Hongying Shen	October 2010
2. Teaching Reading strategies to ELLs	Ms. McKenzie, AP English	November 2010
3. Teaching ELLs in content areas	Ms. Damashek, UFT TC/ESL Specialist	December 2010
4. Differentiation for ELLs	Ms. Damashek, UFT TC/ESL Specialist	January 2010
5. Listening and speaking	Ms. McKenzie, AP English	February 2010
6. Preparing students for the NYSELAT	Ms. Ponomorova, ESL Specialist	March 2010
7. Preparing students for the NYSELAT	Ms. Ponomarova, UFT TC	April 2010

Section III. Title III Budget

School: Beach Channel High School BEDS Code: 347800010410

Allocation Amount: \$16,960.		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$14,140.30	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 49.89 = \$4,989. 170 hours for General Ed and ESL teachers to conduct Saturday classes for ELL students preparing for the mandated Regents in January and June: 170 hours x \$49.89 = \$8,481.30 Substitute teacher will be hired so that ESL teacher can attend 4 conferences: 4 x 167.60 = \$670.
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$0.00	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$4,599.70	Leveled books, classroom libraries, books on tape, trips to museum and cultural places
Educational Software (Object Code 199)	.	
Travel		
Other	\$2000	Student trips to museums and cultural places
TOTAL	\$20,740	

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 identification survey (HLIS) and informal observations will be used to determine language translation needs.

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

The school has had an increase in enrollment of students from who speak mostly Spanish, Arabic, French, or Haitian creole. Parents need to have documents translated into other languages, especially Spanish. All notices are being sent out in English and Spanish. When necessary the DOE translation service is called for immediate translation. Regents examinations are also being ordered in Spanish for all administrations. The school community has been made aware of our needs through monthly meetings.

Part B: Strategies and Activities

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

Currently, documents are translated internally by foreign language teachers. Others are also sent out to the Translation/Interpretation unit.

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.

The 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 and parent coordinator. The parent coordinator contacts the Translation & Interpretation Unit to arrange for

services to assist at the time of the conference, 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 meeting 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 sent student home with information regarding accessing the Translation Unit Services. Flyers are also maintained on school bulletin boards about the services. 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	737,012.	25,942.	762,954.
2. Enter the anticipated 1% set-aside for Parent Involvement:	7370	2594	7630
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	36,851.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	73,701.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 10.3%
6. 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.

The teachers who taught out of license last year are no longer at the school.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Beach Channel High School Parental Involvement Policy

1. 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 program 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 school’s 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 parents 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 21st Century Community Learning Center Grant. The partners are: Creative Connections, Counseling in Schools, EPIC, The Leadership Program and RDRRC. 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, online 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 support staff
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonable 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.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Beach Channel High School 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 2007-2008.

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 participating 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 in the 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 communication with the school by promptly reading all notices, ie., parent newsletters, PTA 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 schools’ 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:

SCHOOL	PARENT(S)	STUDENT
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DATE	DATE	DATE
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Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o 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 CFN Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of high qualified teachers follows the guidelines set by the New York State Education Department.

The Principal, in collaboration with the CFN 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, ie., 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 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.

N/A

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.

Teachers meet in Common Planning Time to make decisions regarding testing and achievement in each SLC.

All teachers have access to a range of test data for individual students using the ARIS program.

Each SLC has an inquiry team involved in analyzing student achievement data and making decisions about academic interventions for individual students.

9. 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.**

10. 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 programs 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” ¹	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	State, or Local)	Consolidated in the Schoolwide Program (R)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$737,012	x	36 to 44
Title I, Part A (ARRA)	Federal	x			\$25,941	x	
Title II, Part A	Federal						
Title III, Part A	Federal	x			\$20,740	x	33
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	x			\$4,228,369	x	18 to 35

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.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.

NCLB/SED Status: Restructuring (Advanced)
Comprehensive (SURR) **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
 - **Restructuring (Advanced) – Comprehensive (SURR)**
 - **Persistently Lowest Achieving**
 - **High School Restructuring (Advanced)**
 - **Comprehensive All Students, Hispanic, Economically Disadvantaged, Students with Disabilities**
 - **High School Mathematics Restructuring (Advanced)**
 - **Comprehensive: All Students, Black, Hispanic, White, Economically Disadvantaged**
 - **High School Graduation Rate Improvement (Year 2) All Students, Black, Hispanic, Economically Disadvantaged, Students with Disabilities**
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 1. **Literacy Curriculum**

In an effort to address the overwhelming literacy needs of our students with disabilities (SWD's) a literacy curriculum was developed by the Instructional Support Services Department. The goal is twofold. 1) Through reading and writing, SWD's will learn how to describe experiences, examine and analyze their own feelings/perceptions while linking them to events and experiences of characters

School Under Registration Review (SURR)

they read about; and 2) SWD's will build skills that will assist them in passing the ELA Regents or Reading and Writing RCT. All other subgroups will get AIS services as well as other remedial opportunities before or after school.

Strategies Include:

- SWD's are programmed for core English class and literacy class
- Identifying the learning style
- Reinforcing mini-lessons on Core Remediation that include: Parts of Speech, Sentence and Paragraph Writing, and Study Skills
- Using writing from multiple genres such as Memoir, Poetry, and Theme Based to assist SWD's making important text to self, text to text, and text to world connections.

Reading Skills

- Before/during/after strategies
- Teach and re-teach
- Components of Balanced Literacy
- AGS Assessments
- High Interest/Low Level Readers
- A series of class trips to reinforce the School Without Wall Vision (BAM, Poetry Slam, etc.)

Reading Recovery

The reading recovery program was created to address those SWD's who according to data, such as their IEP's, ARIS, and teacher's reports are reading at the kindergarten through third grade levels. The general focus is to teach phonics and to increase their vocabulary and sight word bank. This program is taught by the Assistant Principal of Instructional Support Services.

Integrated Algebra

In an effort to improve the passing marks on the Integrated Algebra Regents, the Integrated Algebra self contained classes for SWD's and all other students has been converted into a 4 term course. This will give SWD's the extended time necessary to learn and retain the proper use of a calculator, use of formulas, the solving of algebraic expressions, etc. Other interventions include use of McDougal Littell remedial math materials.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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 school will use the 10% set aside as well as funds from the SLC federal grant to train a cadre of teachers. The training will be provided by the CFN and the Office of Student Achievements. Topics will include: the learning environment, differentiated instruction, strategies for teaching economically disadvantaged students, ELLs, and students with disabilities. Others topics include data driven instruction and use of technology in the classroom. Teachers and supervisors will also be sent out to the High School That Works professional development in February and in July 2011. Teachers and supervisors will be paid the per session rate for these activities.

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

Assistant principals will mentor any teachers in their departments that need support. These sessions will take place during the school day and at department meetings after school. The CFN will also provide additional support for struggling teachers.

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.

Parents will be notified about the school status via mail. Parents will also be told at the SLT and PTA meetings.

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.

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

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>

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.)

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2. Please describe the services you are planning to provide to the STH population.

- Referrals to PRIDE –Planning Roots in Dynamic Education
- 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 your Children First Network.

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

School Name:	Beach Channel High School					
District:	27	DBN:	27Q410	School		342700011410

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		79.7	79.1	76.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	571	437	235				
Grade 10	475	398	349				
Grade 11	246	259	266				
Grade 12	254	222	198				
Ungraded	1	3	4				
Total	1547	1319	1052				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.5	91.8	88.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	65.5	75.4	75.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	7	19	18

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	22	15

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	87	88	79	Principal Suspensions	281	324	260
# in Collaborative Team Teaching (CTT) Classes	94	83	65	Superintendent Suspensions	115	63	68
Number all others	109	90	66				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	115	83	73
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	49	45	30
# receiving ESL services only	72	105	TBD	Number of Educational Paraprofessionals	2	1	11
# ELLs with IEPs	19	30	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	149	146	374	% fully licensed & permanently assigned to this school	100.0	100.0	97.3
				% more than 2 years teaching in this school	81.7	92.0	91.8
				% more than 5 years teaching anywhere	62.5	81.8	91.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	86.0	95.9
American Indian or Alaska Native	1.0	0.9	0.5	% core classes taught by "highly qualified" teachers	95.0	97.0	96.4
Black or African American	52.2	49.6	49.5				
Hispanic or Latino	34.0	37.5	41.0				
Asian or Native Hawaiian/Other Pacific	3.4	3.2	2.9				
White	9.0	7.7	6.1				
Male	58.8	57.7	57.4				
Female	41.2	42.3	42.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	54
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	X	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				X	v	
Multiracial				-	-	
Students with Disabilities				X	X	
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
Student groups making				1	2	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	F	Overall Evaluation:				NR
Overall Score:	37.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	22.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 03	District 27	School Number 410	School Name Beach Channel
Principal David Morris		Assistant Principal Margo Mckenzie	
Coach N/A		Coach N/A	
Teacher/Subject Area Eugeniya Ponomarova/ESL		Guidance Counselor Gertrudis Hernandez	
Teacher/Subject Area Tara Castanzo/ESL		Parent	
Teacher/Subject Area Dawn Maldonado		Parent Coordinator Leah Chase	
Related Service Provider Joyce Lerner		Other	
Network Leader Roz German		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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content 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	1098	Total Number of ELLs	97	ELLs as Share of Total Student Population (%)	8.83%
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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.
5. 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.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. 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 in spring semester.

2. 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.

3. 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.

4. 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.

5. Our trend in program choices has been freestanding ESL. The parents of all 97 students have chosen Freestanding ESL.

6. 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.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5	
<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12

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	To t #
Transitional														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										3	3	3	3	12
Push-In														0
Total	0	0	0	0	0	0	0	0	0	3	3	3	3	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	3
SIFE	32	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	3

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.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="50"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="22"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="25"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="97"/>
Total	<input type="text" value="50"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="22"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="97"/>

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

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										22	29	15	6	72
Chinese														0

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
Russian										1				1
Bengali											1	1		2
Urdu												1		1
Arabic										2	2	2		6
Haitian											2	2		4
French											2	2		4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	25	37	23	6	91								

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.

1. a) All students receive instruction in a self-contained program.
 b) All students are instructed in a homogeneous ESL self-contained class based on proficiency on the NYSELAT and also through teacher 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.

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. Our guidance counselors work hand in hand with teachers and other school personnel to get to know these students and their families to be able to serve them and help them flourish.

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. Therefore, it's important to know your students and differentiate instruction accordingly. AIS is offered to SIFE, and SPED students before school and after school 4 days per week in different content areas.

c. 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. 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. 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.

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

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

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

Native Language 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.



- 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.

6. 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.

7. For this school year we are looking to purchase 5 site licenses of Rosetta Stone English for each classroom to aid in language acquisition.

8. No programs or services will be discontinued.

9. ELLs have access to all programs. They participate in sports, homecoming, school trips, and student councils. ELLs are also active in after school programs including our 21st century program.

10. All ELLs are provided with standard bearing grade-level instruction and materials. In ESL classes we use Milestones as a textbook. It's 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. We have been introducing computers into the classroom so that teachers could differentiate for content, process, and product in classroom instruction. One of the ESL teachers is also enrolled in the Title IID program which trains teachers in integrating technology into the classroom.

11. All instruction is delivered in English with the NL support. Engaging and grade-appropriate resources and materials are provided.

12. All support services and resources correspond to the ELL's ages and grade levels. These services match or exceed what is provided to general education students.

13. The school offers Open Houses for students in the fall and in the spring for all incoming students and their families.

14. The languages electives offered to all students are Spanish, French, and German.

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)?

Paste response to questions 1-5 here

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.

1. 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.

Topics: 1. Strategies for learning through writing 2. Teaching reading strategies ELLs 3. Teaching ELLs in content areas 4. Differentiation for ELLs 5. Listening and speaking 6. Preparing students for the NYSELAT 7. Preparing for the NYSELAT. These topics will be covered in on site professional development during the school year.

2. We have provided professional development for staff in assisting ELLs in their transition from middle school to high school. Our advisory committee made up a transition booklet for students that is completed throughout the school year. It includes goal setting, career focus, and progress monitoring.

3. Our professional development plan allows for the minimum of 7.5 hours of ELL training for all staff.

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?

1. Few parents are actively involved at BCHS. Currently less than 10 parents attend PTA meetings. However, we have increased parental involvement through mailings and with a computerized calling system that sends out notices in other languages. This year we have sent out notices in English and Spanish. Calls are also being made in Spanish. A translator from the school is provided when parents come up who cannot speak English. We also conduct a PTA meeting on Open School nights to attract more parents.

2. The school partners with Rockaway Redevelopment and Revitalization Corporation in providing services to ELLs and all other students. This year we signed a letter of support with the Queens Public library as this institution is applying for a federal grant to teach English classes to immigrants in the community.

3. The needs of parents are reflected in the Parent Survey conducted by the DoE in the spring. We have analyzed the survey in determining the needs of the parents.

4. Parent involvement activities address the needs of the parents because they include easily accessible information about the school, translation services when necessary, and meetings with key staff.

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									12	8	0	12	32
Intermediate(I)										3	10	3	3	19
Advanced (A)										1	2	2	1	6
Total	0	0	0	0	0	0	0	0	0	16	20	5	16	57

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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LISTENING /SPEAKING	B										5	6	1	0
	I										4	11	2	4
	A										3	5	5	2
	P										3	4	5	3
READING/ WRITING	B										10	7	2	0
	I										5	23	7	5
	A										1	2	4	2
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA 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	31		9	
Math <u>A</u>	11		1	
Math <u>Algebra</u>	78		25	
Biology				
Chemistry	8		0	
Earth Science	16		4	
Living Environment	81		19	
Physics	0		0	
Global History and Geography	54		12	
US History and Government	28		7	
Foreign Language	10		9	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

1. The early literacy skills of our ELLs are assessed through use of the LAB-R, classroom assessments every 10 days, and the periodic assessments. The data shows our ELLs enter school with many skill deficits and are struggling to keep up. ELLs lack the basic skills of reading, and writing. However, intermediate and advanced students are making progress in listening and speaking. This year we decided to train the teachers in using technology so that we could add another dimension to how the students learn. We also hired an additional ESL teacher, who is supported by an ATR in the classroom for intermediate students. We have found that this class is the most challenging as some of these students are fluent in English but have other skills deficits that prevent them from testing out of ESL. This is most evident on the Regents examinations where students continue to do poorly.
2. Most of our students are newcomers and test as beginners on the LAB-R. Students have also moved up to Intermediate after one full year of ESL. However, the move from intermediate to advance, and from advance to proficiency is the greatest challenge.
3. Modality analysis has influenced the approach to instruction. We need to emphasize reading and writing more as all ELLs have to pass the Regents in order to graduate. We will use Title III funds to support after school tutoring in core subjects for ELLs.
4. This year we ordered Regents examinations in the native Spanish for ELLs. ELLs showed improvement in using these exams. Two students were able to do well enough on these examinations to graduate. Another improved in scores that fell in the low 60s and thus was not able to graduate. However, with additional support in the fall this student is expected to earn higher scores and graduate.
5. The teachers and school leaders are using the periodic assessments to determine which skills need to be taught and re-taught.
6. The school is getting additional information on the progress of students from the periodic assessments. It supplements classroom exams and other measures and leads to higher levels of differentiation in the classroom.

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.

Paste additional information here

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		David Morris
	Assistant Principal		Margo Mckenzie
	Parent Coordinator		Leah Chase
	ESL Teacher		Evgeniya Ponomarova
	Parent		Mercedes Marroquin
	Teacher/Subject Area		Dawn Maldonado
	Teacher/Subject Area		Tara Costanzo
	Coach		Marjorie Damashek- Levine
	Coach		
	Guidance Counselor		Gertrudis Hernandez
	Network Leader		Roz German
	Other		