



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BEACON SCHOOL

03M479

PRINCIPAL: RUTH LACEY **EMAIL:** RLACEY@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Ruth Lacey	*Principal or Designee	
Alice Cordero	*UFT Chapter Leader or Designee	
Suzanne Turet	*PA/PTA President or Designated Co-President	
Raydale Blaylock	DC 37 Representative, if applicable	
Samantha Gallardo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Christine Cirker	Member/Parent	
Bob London	Member/Parent	
Lois Refkin	Member/Parent	
Mariam Sarrafan	Member/Parent	
Lola Oyediran	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

We will make quantifiable and verifiable improvements in our learning environment by improving the transition by freshmen from 8th grade to high school.

a. At least 50% of the freshman class will attend a "Summer Bridge" program.

b. The number of freshmen students receiving NC's (no credit) in academic classes (English, History, Science, Spanish, and Mathematics) will be reduced by 3% compared to the freshmen class of 2011.

Comprehensive needs assessment

In looking at the previous year's freshman class, we noticed that more students received NC grades in the first quarter of school than in previous years. A number of teachers reported that they had more difficulty than in previous years with getting students to focus and establish a sense of organization in the beginning of the year. Finally, though we reduced the number of students who received NC's by June of 2011, we still had more students not receiving credit than in previous years. The chart below shows these patterns.

ACADEMIC	FALL Q1	2008	2009	2010
NC'S	# STUD'TS NCs	19	23	50
FRESHMEN	TOTAL NCs	28	50	64
	TOTAL STUD'TS IN CLASS	281	276	313
	% STUD'TS W/ NCs	6.8%	8.3%	16.0%
	JUNE FINAL	2009	2010	2011
	# STUD'TS NCs	25	22	34
	TOTAL NCs	46	30	63
	TOTAL STUD'TS IN CLASS	280	269	310
	% STUD'TS W/ NCs	8.9%	8.2%	11.0%

SOURCE: BEACON SCHOOL, ATS, AND STARS

Instructional strategies/activities

We will re-create the Bridge Program during the summer of 2011. It will involve 12 teachers from different subject disciplines working collaboratively to create a series of inter-disciplinary projects for the incoming ninth graders. The cohort will be divided into 2 large groups, each with different projects to be accomplished during each week of the two-week program. Students will thus be able to attend either one week, or both weeks, switching to a new group (and new projects) during the second week. The projects will be designed to promote a sense of community, create meaningful relationships, trigger student imagination and ingenuity, and instill expectations about the kind of learning and level of standards at Beacon. Through this means, we hope that students will come into Beacon ready to learn, having a sense of ownership, and aware of Beacon's measures for excellence. Timeline: July 6- August 22, 2011 Staff Planning. August 23- September 1, 2011- Summer Bridge. September 6-7, 2011- Staff Development follow-up.

Through freshmen advisories (meeting once per week) we will work to improve the study habits and organizational skills of the freshmen and to improve the communication between academic teachers and students about their progress. Timeline: Advisories meet every Friday, September 9, 2011- June 8, 2012. Staff Development for Advisory: Sept. 7, October 3, December 5, 2011 and February 6 and April 2, 2012. Parent-Advisor conferences: November 9 & 10, and April 4 & 5, 2012

We will be meeting freshmen parents during a "Back-to-School Night" designed for them to meet most of the academic teachers early in the semester. At this meeting, co-organized by the Parents Association and the Beacon staff, Beacon staff will communicate the expectations, standards and content of the courses being taught to the freshmen. Information about how to track and support students on their homework, how to establish schedules and proper study environments, and how to support teachers' efforts will also be explained. September 20, 2011.

Finally, we expect many freshmen to benefit from the enhanced tutoring program, described in goal #2. September 2011: Planning with Tutoring coordinator, recruitment and training of tutors. October, 2011- development of Tutoring reporting mechanism through Google Docs. Tuesday, November 22, 2011- All tutor meeting/ additional training. October, 2011- June 2012: On-going tutoring (peer-peer and teacher-student).

Strategies to increase parental involvement

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Strategies for attracting Highly Qualified Teachers (HQT)

- The reputation we have established at Beacon encourages a rich pool of qualified candidates to apply to teach at Beacon. This year, we were able to hire seven teachers through the Open Market Transfer system to fill vacancies. All these candidates are experienced, capable teachers, and highly qualified under Federal law in their respective disciplines. We will continue to work collaboratively with our CFN human resources liaison to locate the best candidates, culling the Open Market system, the New Teacher finder, and submitted resumes to fill needed vacancies. Of particular concern will be a candidate’s ability to both teach an academic subject and serve as a capable, supportive academic adviser.

Service and program coordination

- We will use Title I and Title III resources to support families, as described in the budget section. Also, two of our guidance counselors will lead a professional development session about bullying and fostering respect during our December 2011 Staff Meeting. They both have attended two training sessions led by our Network about this subject, and will be imparting this knowledge to the staff in an interactive session.

Budget and resources alignment

The Summer Institute will cost approximately \$16,000.00 to pay for teacher and guidance counselor per session. Beacon’s share of this is expected to be \$2,700.00 of this amount, and the other from a grant to the school. The other programs do not cost extra money, as the teachers volunteer their time to attend the Back to School night. The Parents Association pays for the teachers’ dinners on that evening. Advisory is a class, approximately 11% of a teacher’s assigned program, or \$8,430.00; with 15 freshmen advisories, the total cost for advisories is \$126,457.00. We will use Federal Title III allocations to support translation for parents during parent-adviser conferences and other meetings with the school (\$980.00), and we will use part of our Title I allocation to support school and other supplies for families in temporary shelters in the freshmen class (\$2,600.00) Added together, the cost for this initiative is \$138,467.00.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

We will make quantifiable and verifiable improvements in our learning environment by improving tutoring throughout the school.

- At least 20% of the school will participate in our tutoring program during the school year (Teacher-student or peer-peer).
- The number of NC’s (no credit) assigned to upper-classmen (sophomore-seniors) in academic classes (English, History, Science, Language, and Mathematics) will be reduced by 3% compared to these classes’ achievement during the previous year.

Comprehensive needs assessment

In looking at the previous year's achievement of the upper grades, we noticed that more students received NC grades in June of 2011 than we would like. Though we are improving by reducing the number of students receiving NC's at the end of the year, over 9% of students not passing an academic course is too much; the students are more capable than this. This trend runs across disciplines, with larger numbers of students not receiving credit in mathematics (see the chart on AIS figures, which reflects student performance on performance-based assessments which are required for graduation). The chart below shows the trend of NC's for the upper classes over time.

ACADEMIC	JUNE FINAL	2009	2010	2011
NC'S	# STUD'TS NCs	122	81	77
SOPH-SENIOR	TOTAL NCs **	277	197	194
	TOTAL STUD'TS	839	849	842
	% STUD'TS W/ NCs	14.5%	9.5%	9.1%
	SOPHS	40	36	28
	JUNIORS	49	31	26
	SENIORS	33	14	23

INCLUDES NON-ACADEMIC

** SUBJECTS

SOURCE: BEACON SCHOOL, ATS, AND STARS

Instructional strategies/activities

We are enhancing our tutoring in the 2012 school year by establishing new "Study Labs" and a new peer tutoring program for students called "Tutor You, Tutor Me". In the new labs, students will be able to work on homework during free periods and/or receive drop-in tutoring help, either from supervising teachers or from peer tutors. Students in need of academic assistance will be identified by teachers and scheduled for mandated tutoring with both the academic teacher for small-group sessions and a peer tutor for one-on-one sessions.

We will spend time in Professional Development sessions (one/ month) discussing and learning new techniques of tutoring for teachers. Professional Development groups will also meet weekly and as part of their sessions, discuss and develop more effective ways to reach students in small-group sessions.

We have established an administrative duty assignment to one teacher to supervise and instruct peer tutors on how better to serve struggling students. She also will supervise the scheduling of the mandated students and develop an on-line system for tracking student attendance and progress in the "Tutor You, Tutor Me" program. Timeline: October, 2011- development of Tutoring reporting mechanism through Google Docs. Tuesday, November 22, 2011- All tutor meeting/ additional training. October, 2011- June 2012: On-going tutoring (peer-peer and teacher-student).

Strategies to increase parental involvement

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Strategies for attracting Highly Qualified Teachers (HQT)

- The reputation we have established at Beacon encourages a rich pool of qualified candidates to apply to teach at Beacon. This year, we were able to hire seven teachers through the Open Market Transfer system to fill vacancies. All these candidates are experienced, capable teachers, and highly qualified under Federal law in their respective disciplines. We will continue to work collaboratively with our CFN human resources liaison to locate the best candidates, culling the Open Market system, the New Teacher finder, and submitted resumes to fill needed vacancies. Of particular concern will be a candidate's ability to both teach an academic subject and tutor individual students in small group settings. In both regards, part of the interview process is to target candidates who show a willingness and ability to effectively differentiate instruction for varied levels of learners and utilize a mix of assessments to tap into students' varied intelligences and talents.
- The teacher who volunteered to run the peer-peer tutoring program is an experienced, highly qualified teacher of mathematics, known for her patience and diligence at getting students to succeed.

Service and program coordination

- We are not using Federal, State, or local services for this goal.

Budget and resources alignment

- The peer-peer tutoring program is led by a teacher through her administrative duty assignment; there is no extra per session needed. Cost: \$7,600.00- AIS.
- The teacher-student tutoring sessions are scheduled according to contract. We will use other AIS money to target mandated students and support them with extra tutoring and related guidance and enrichment services after school (approximately \$14,000.00). In addition, many teachers will give additional hours to students to help them succeed, as has been done for years. This latter figure is not quantifiable, as it varies according to teacher, assignment, and time period.
- To create the study labs, we are reorganizing our classroom and computer lab space and revising the program schedule so that we can use existing supplies and furniture to outfit the labs.

Total cost: \$21,600.00

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

We will make quantifiable and verifiable improvements in our learning environment by engaging students in one literacy and one math task aligned with the Common Core Standards.

- a. 100% of Beacon students enrolled in an English class will be assigned and participate in a literary task aligned with the Common Core Standards.
- b. 100% of Beacon students enrolled in an English class will be assigned and participate in a literary task aligned with the Common Core Standards.

Comprehensive needs assessment

- This goal has been derived from two sources; first, in January of 2010 we hosted David Conley for a Professional Development session at our school regarding the need for “college readiness” in graduating high school students. This session spurred activity and growth in our staff for the next two years, including the creation of “professional learning groups” to examine and improve upon our teachers’ pedagogical and curricular practice. Mr. Conley has been a key shaper of educational policy in America, most recently having helped create the national “Common Core Standards”. Most recently, we spent professional development time in May and June of 2011 to align our scope and sequence with New York State’s Common Core Standards (available on-line at www.beaconschool.org under “Departments”. Thus, going forward, we see the need to continue this work, improving our performance-based system of assessments in order to make our students all ready to succeed at the collegiate level. The Common Core Standards are fundamental to this goal. The second source for this need comes from the NYC Department of Education, which has mandated this year that schools assign tasks aligned with the Common Core Standards.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Professional Development time will be used consistently to implement this goal. Department meetings (one time per month) will be used to coordinate the design and execution of performance-based assessments in English and Math classes. In addition, professional learning groups consisting of teachers with common course levels, will meet weekly to examine student work and class assignments. They will give feedback to each other regarding the implementation of the performance-based assessments and units of study related to each task.

Each Math and English student will be assigned a project (or task) during his or her class, directly connected to a unit of study in the course, which then will be assessed by the teacher of the student using a rubric that is common across each grade level. These assignments and the common rubric will be posted on the Beacon School portal (www.beaconschool.org) by each teacher under “homework” section of the portal, accessible by students, parents, other teachers and administrators. The score for the assessment (on a 0-4 point scale) will be entered into the Beacon portal system under the “Portfolio entry” section of the portal and stored there. In order to build support for the collaboration needed for this effort, we have adopted a revised schedule through an SBO which allows us an extra 50 minutes for teachers to meet in Professional Learning Groups each week.

For students with Special Needs, our Special Education teachers will coordinate on a weekly basis with classroom teachers in order to prepare students, and where called for in the IEP, modify assignments. Teachers will work both through Integrated Co-teaching and SETSS classrooms. When students are assigned PBA’s, these teachers will work one-on-one with the students to make sure they maximize their performances.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

We will review the PBA assignments for each teacher in the Beacon portal.

We will review the attendance of all students to make sure that they receive the assignments.

We will review the scores of students in the Beacon electronic portfolio system to see grades entered for all students, as well as to analyze the results of the scores, looking for trends in achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of the teachers involved teaching English Language Arts and Mathematics at Beacon are highly qualified. If we have a vacancy, we will continue our policy to hire the best teacher available. The reputation we have established at Beacon encourages a rich pool of qualified candidates to apply to teach at Beacon. This year, we were able to hire seven teachers through the Open Market Transfer system to fill vacancies, including four teachers of mathematics and one

English Language Arts teacher. All these candidates are experienced, capable teachers, and highly qualified under Federal law in their respective disciplines. We will continue to work collaboratively with our CFN human resources liaison to locate the best candidates, culling the Open Market system, the New Teacher finder, and submitted resumes to fill needed vacancies. Of particular concern will be a candidate's ability to both teach an academic subject and tutor individual students in small group settings. In both regards, part of the interview process is to target candidates who show a willingness and ability to effectively differentiate instruction for varied levels of learners and utilize a mix of assessments to tap into students' varied intelligences and talents.

Service and program coordination

- The resources from the Contract for Excellence program and from the Special Education allocation under Fair Student Funding will help support the efforts of this initiative. In addition, we will use Title III translation money to make sure that parents understand the expectations and standards that are required of their students during parent-teacher conferences and other meetings with school staff.

Budget and resources alignment

We will use Fair Student Funding to fund the teachers who teach these classes. Extra tutoring sessions will be provided for those students in need of help or targeted as "AIS". FSF \$: 19 teachers in Math and English Language Arts X \$\$67,520.00 (.89 of teacher assignment) = \$1,282,880.00. 3 Special Education Teachers: \$202,560.00 (.89 of teacher assignment). Contract for Excellence \$ for After-school tutoring and enrichment programs: \$20,069.00. Title I for materials and resources in support of Title I families: \$7,400.00. Title III \$ for translation: \$1,200.00. Total Expense: \$1,514,109.00.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school. Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- 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.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
9	5	1	Not Known	Not Known	31	7	7	7
10	10	16	2	3	32	11	11	7
11	11	47	20	12	25	12	12	12
12	20	70	27	20	27	5	5	9

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Teachers administer one-to-one tutoring before, during, and after school. The tutoring focuses on skills and content to supplement classroom instruction, to aide in the completion of projects and tests, and to prepare students for their performance based assessments (PBA's). In addition, we give after-school tutoring preparation in advance of the ELA Regents, and after-school PM and Summer School to help students make up missing credits or performance based assessments.

Mathematics	Teachers administer one-to-one tutoring before, during, and after school. The tutoring focuses on skills and content to supplement classroom instruction, to aide in the completion of projects and tests, and to prepare students for their performance based assessments. In addition, we give after-school PM and Summer School to help students make up missing credits or performance based assessments.
Science	Teachers administer one-to-one tutoring before, during, and after school. The tutoring focuses on skills and content to supplement classroom instruction, to aide in the completion of projects and tests, and to prepare students for their performance based assessments. In addition, we give after-school PM and Summer School to help students make up missing credits or performance based assessments
Social Studies	Teachers administer one-to-one tutoring before, during, and after school. The tutoring focuses on skills and content to supplement classroom instruction, to aide in the completion of projects and tests, and to prepare students for their performance based assessments. In addition, we give after-school PM and Summer School to help students make up missing credits or performance based assessments.
At-risk Services provided by the Guidance Counselor	Guidance Counselors identify at-risk students from NC lists, failed PBA scores, failed Regents scores, and student transcripts. They advise students and parents in one-to-one conferences or via email about missing credits, opportunities to make up work, and alternative programming choices. They also counsel individual students regarding emotional issues affecting academic performance and refer them to outside providers where appropriate. Finally, counselors advise students one-to-one about post-high school transition opportunities and needs.
At-risk Services provided by the School Psychologist	The School Psychologist processes initial requests for Special Education services, tests students, and conducts Triennial evaluations of Special Education students.
At-risk Services provided by the Social Worker	The School Social Worker helps the School Psychologist processes initial requests for Special Education services, tests students, and conducts Triennial evaluations of Special Education students.
At-risk Health-related Services	The School Nurse provides assistance to students with diabetes, with food allergies, with asthma, and other chronic diseases (including Krohn’s disease, sickle cell anemia, and lyme disease) on an as needed basis. In addition, the nurse provides emergency care for injuries or illnesses to all general ed students on an as needed basis.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-

Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program, their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- establishing a Parent Resource on the Beacon web-site, including instructional materials for parents and access to student homework assignments and curricula;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school web publication designed to keep parents informed about school activities and student progress;
- providing a school web-site for regular communication between the school and the home in a format that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and

students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences and Open School Night.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nancy Scala	District 03	Borough Manhattan	School Number 479
School Name Beacon School			

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

Principal Ruth Lacey	Assistant Principal Harry Streep III
Coach N/A	Coach N/A
ESL Teacher Rachel Ratcliffe	Guidance Counselor Maylin Fernandez
Teacher/Subject Area Daniel Guralnick/ English	Parent Peg Aronowitz
Teacher/Subject Area	Parent Coordinator Judy Moore
Related Service Provider Leah Blakeley	Other type here
Network Leader Nancy Scala	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1161	Total Number of ELLs	2	ELLs as share of total student population (%)	0.17%
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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. 

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

Upon entering the school and after qualifying for an ESL program, a student's parents are given materials (offered in a number of different languages) that explain the DOE ELL program. At Beacon this includes only a Freestanding ESL program. If a parent selects a Transitional Bilingual or Dual language program, they are assisted in the process of obtaining a transfer through the Office of Enrollment. The Parent Coordinator follows up with calls and emails to the parent, and a child's academic program is adjusted to include the ESL program. An entitlement letter is sent home to the parent, again, in the home language, notifying him or her of the child's inclusion in the freestanding ESL program. This is normally done within the first week of a child's admission to the school. We offer only a Freestanding ESL program to ELL students. Our model is consistent with the parental requests for placement. By examining admissions data, the Parent Surveys, and Program Selection forms for the past three years, the administration has determined that all students have been offered programs consistent with their needs and requests. In 2008-09 there were 4 requests, in 2009-10 there were 2, and in 2010-11 there were 3 requests, all for ESL services. There have been no requests for other services during these years.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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									Total
	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	
TBE										0
Dual Language										0
ESL	2									2
Total	2	0	0	0	0	0	0	0	0	2

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian													1	1
Other										1				1
TOTAL	0	1	0	0	1	2								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Classes are pull-out, as an extra class for ELL students, which extends after school three days per week X 60 minutes per day. Our two ELL students are Advanced, and have been classified for less than four years. The class is heterogeneous, and instruction is given through a balanced literacy model using themes from the books that students are assigned. Classes are taught by an experienced teacher licensed in ESL. Content is given in English, and instruction is scaffolded so that complex readings and assignments are broken down into comprehensible segments. Additional instruction is offered to improve vocabulary using a variety of techniques including cue cards and

A. Programming and Scheduling Information

rhythmic techniques. Classes are differentiated according to each student's level of comprehensible input. Pacing is likewise done according to student capacity. Newcomers are given materials to match their level of understanding, and particular attention is given to helping them understand the expectations, procedures and standards set out by academic courses. ESL students are given intensive tutoring in preparation of their summative assessments (called Performance-based Assessments or PBA's at Beacon). The results of these assessments are analyzed by the ESL teacher and instruction and tutoring is altered so as to improve achievement over time. Our schedule was adapted this year to allow for students to have more free periods during the week than in the past. These have allowed us to schedule the students for the ESL class during the day. Other than these classes, the ELL students are mainstreamed into all academic and elective courses. They fulfill the same requirements for graduation as all other students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

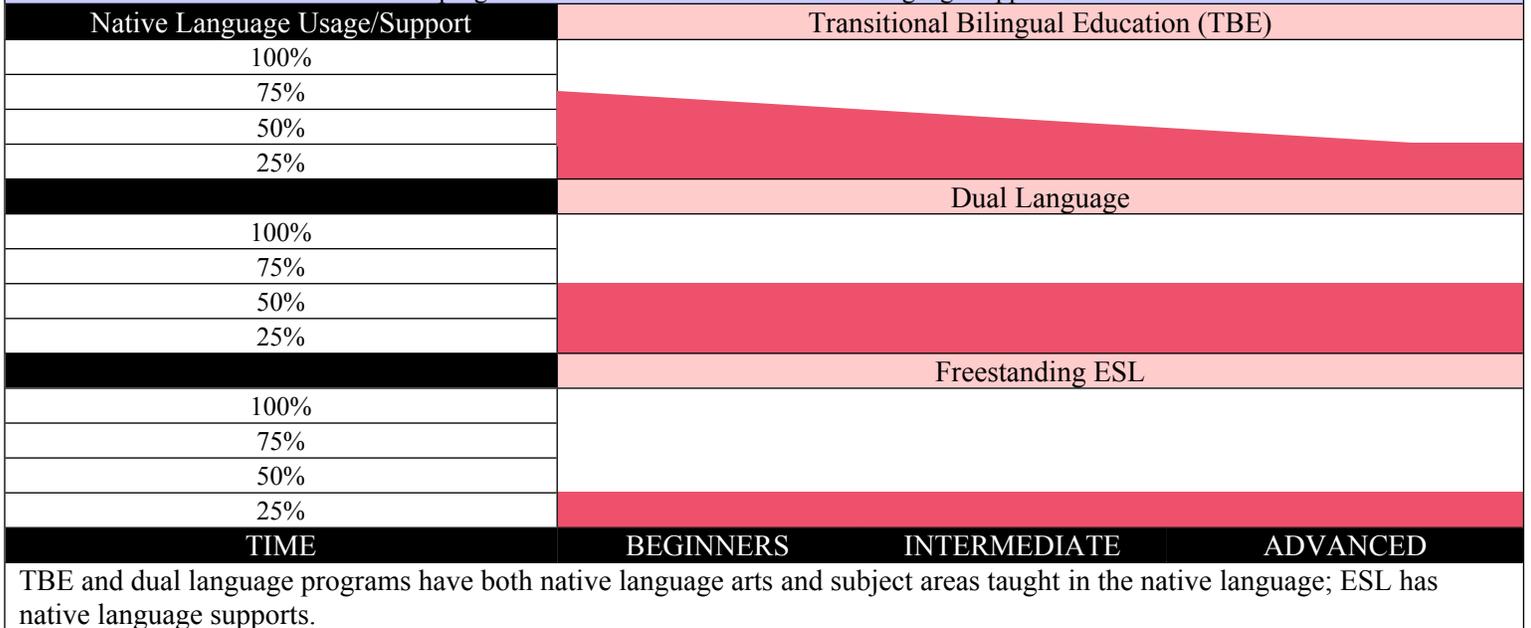
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs for ELLs are in ELA, math, and science. This includes intensive small group and individual tutoring by classroom teachers in preparation for the ELA (11th grade), additional support and counseling by the ESL teacher in preparation for the Math, Science and History PBA's, academic advisement by each student's adviser (meeting 1 time per week for 45 minutes) and by guidance counselors on an as-needed basis. Preparation for the NYSELAT exam is given by the ESL teacher in advance of the test. Students who pass the NYSELAT continue to receive transitional support from both the ESL teacher and their academic adviser. In addition, they are given access to college counseling services, which include an hour-long one-on-one session, advisory classes, on-line instruction, and college information nights (4) per year. For 2012, our after-school program is remaining the same as in the previous year. This program allows our ELL students to participate in all possible academic offerings, including arts electives, science electives and physical education, while still receiving the supports that they need. In 2012, we will provide supports from both the ESL teacher and the college office (guidance counselors and an outside consultant) to help our senior with his applications to college and our junior with getting prepared for the college search.

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

B. Programming and Scheduling Information--Continued

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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)?

N/A

D. Professional Development and Support for School Staff

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

In 2011-12, our ESL teacher is a part of established professional learning groups which meet once per week throughout the year (organized

D. Professional Development and Support for School Staff

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

In 2011-12, our ESL teacher is a part of established professional learning groups which meet once per week throughout the year (organized by discipline, by level, meeting approximately 30 hours per year). In these sessions, teachers focus on issues of literacy: how to better their teaching of literacy, how to better integrate the teaching of literacy throughout every discipline, and how to best respond to the individual needs of each student. Our ESL teacher has assisted in developing agendas and strategies for success at these meetings. At our monthly faculty meetings, we will hold two sessions to specifically address the needs of individual students, especially in preparation for the ELA and performance-based assessments.

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual 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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Data patterns are difficult to determine, because we only have two students, one of whom is new to the school and one, a senior, is only in his second year. The senior passed the ELA Exam last year. We assess students for graduation using Performance-based assessments (PBA's) The freshman ELL student has yet to pass a PBA. The senior has passed all PBA's required for graduation and is on track to graduate on time with a Regents diploma. Ultimately, the success of our program is how well students do to graduate on time, and this is greatly determined by the achievement on PBA's. We track student progress on the PBA's to make sure that they are attaining satisfactory

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

School Name: Beacon School

School DBN: 03M479

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ruth Lacey	Principal		12/1/11
Harry Streep III	Assistant Principal		12/1/11
Judy Moore	Parent Coordinator		12/1/11
Rachel Ratcliffe	ESL Teacher		12/1/11
Peg Aaronson	Parent		12/1/11
Rachel Ratcliffe	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maylin Fernandez	Guidance Counselor		12/1/11
Nancy Scala	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor’s Regulations – for all schools

DBN: 03M479 **School Name:** Beacon School

Cluster: _____ **Network:** 107

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.

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

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.

Currently, there are 1,987 Parents/Guardians attached to Beacon High Schools 1,161 students. Below is a breakdown of their home languages. Most of our parents request that we use English for communication. Approximately 80 % of Beacon High School students report that their home language is English.

Home Language #	Home Language#	Home Language#	Home Language#
Afrikaans 1	Fulani 2	Turkish 1	
Albanian 2	Ethiopian 1	Pilipino [aka Tagalog] 2	TWI 1
Arabic 5	German 2	Polish 6	Urdu 4
Hebrew 2	Portuguese 4	Wolof 1	
Bambara 2	Italian 4	Romanian 2	Unknown 0

Bengali	12	Japanese	7	Russian	2	
Cantonese	3	Amoy (Fukienese)	1	Serbo-Croatian	5	Vietnamese 1
French –Hait. Creole	1	Korean	3	Spanish	137	
Chinese /Any	4	Niger-Congo	2	Swedish	1	
English	925	Tibetan	1	Thai	1	
French	7	Mandarin	3	Slovak	3	Total 1,161

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.

Beacon School makes available to families various DOE documents [such as the Discipline Code, School Calendars, etc.] in the home languages. Information with regard to home languages is shared with the school community via staff meetings and through the Beacon portal (an on-line resource available to all staff).

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.

Translators are available during Parent-Teacher conferences, which occur twice a year, as well as to other parent conferences with guidance or staff. When a language other than that spoken by our staff is needed, we use the translation and interpretation services provided by the Department of Education's Translation and Interpretation Unit.

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>.

Beacon School provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are obtained at

<http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

Beacon posts in a conspicuous location in the Main Office/ Parent Coordinator's Office (room 132) a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are obtained from <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

The Beacon School's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

In addition, Beacon refers parents to the Department of Education's website for information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.