



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BEACH CHANNEL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q410

PRINCIPAL: DAVID MORRIS, PHD EMAIL: DMORRIS2 @SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
David Morris, PhD	*Principal or Designee	
David Pecoraro	*UFT Chapter Leader or Designee	
Chandra Knight	*PA/PTA President or Designated Co-President	
Lois Nally	DC 37 Representative, if applicable	
Nicolette Stafford Nadej Lee Brown	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Robert Brevetti	Member/CSA	
Paige Badger	Member/Parent	
Doreen Mercado	Member/Parent	
Edna Figueroa	Member/Parent	
Gertrude McCray	Member/Parent	
Vacancy	Member/Parent	
April Wallach	Member/Teacher	
Bernard Schwimmer	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

To engage 75% of students in critical reading and writing activities throughout the year culminating in a performance-based literacy project by June 2012.

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

With a performance index of 168, statistically, the school met the ELA performance index target of 157 for 2009-2010, and so the Safe Harbor targets were increased to 171 for 2010-2011. To reach this higher level of performance, students must increase observational skills when reading text independently and analytical skills and mechanics in writing.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - a) **strategies/activities that encompass the needs of identified student subgroups,**

Teachers of ELA, social studies and science will be trained in use of Achieve3000 as a resource for honing critical reading strategies of non-fiction text using a differentiated mode of instruction. All students including ELL and ISS students have demonstrated increased levels of engagement in the past. The research shows that with there is a positive relationship between usage and improved reading comprehension.

September –June 2012

- Introduce staff to the City-wide expectations for the ELA performance task and the implications for instruction
- Introduce concept of argumentation, claim, counterclaim and citing sources and determine best practices of imparting this knowledge to students
- Train students in use Opposing Viewpoints
- Train students in use of Achieve3000
- Develop a rubric for the argumentative paper
- Walk students through the argumentative writing process
- Collaborative Examination of Student Writing
- Surfacing the gaps
- Re-teaching writing concepts and refining use of strategies for maximum student results

- b) **staff and other resources used to implement these strategies/activities,**

Teachers will participate in training sessions in using of the Smart Board. They will also use of laptops to enhance the learning environment and increase student engagement and learning.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

The library/media specialist in collaboration with the English teacher will train teachers and students on the use of Opposing Viewpoints database as another source for enhancing critical reading skills on an interdisciplinary level. Teachers of all disciplines can access this program for use in their classes. Teachers will assess the effectiveness of all initiatives by collaborative examining samples of student work and other assessments and share their findings at common planning sessions, department meetings and study groups. Refinements in use of the strategies/activities will be shared and implemented.

d) timeline for implementation.

September 2011-June 2012

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

The school will inform parents of the City-wide Instructional Expectations using the monthly parent newsletter and keep parents informed of the progress of their child through periodic progress reports. Parents of unsuccessful students will also be apprised of their child's performance on the ELA Regents exam. Using the Regents Item Analysis reports students can share with their parents their strengths and weaknesses as reflected on their last Regents exam.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

The assistant principal will conduct periodic classroom observations to monitor staff compliance and progress toward these goals and to provide needed support and resources. Best practices will be shared at department meetings and during one-on-one conversations. Staff will be encouraged to reflect on their strengths and needed areas of improvement and develop a plan for professional growth. The school will conduct professional development workshops in Achieve3000, Opposing Viewpoints, writing a research paper and collaborative examination of student work provide further support in the effort.

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

The 21st century program which supports after school enrichment and credit recovery will be leveraged to support this work.

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

The funds from the following categories will be used to support the actions/strategies/activities described in this action plan:

FSF – staffing, supplies, per session for teachers involved in after school programs.

Title I SWP – staffing, supplies, equipment, professional development, per session for teachers and staff working in after school programs

Title I SIG Restructuring Grant & School Success Grant– professional development, laptops and other computer based equipment, supplies

Title III- academic programs after school for ELL students, enrichment, supplemental supplies

Title I Translation Services for school documents sent out to parents

NYSTL for classroom and library resources for students.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2012, repeating Math students in all subgroups will demonstrate progress toward achieving State Standards as measured by a 10 % increase in students scoring level 3 and above on the Integrated Algebra Regents.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the New York State Report card for the 2010-2011 school year, Beach Channel High school did not make AYP in Math for all subgroups except black and economically disadvantaged students. The Joint Intervention Team Report of 2010 identified factors that were negatively impacting student achievement. The JIT team reported that the lessons were not consistently aligned with the NYS Learning standards, a limited number of curricular resources available to students and teachers too, students were late to class and were denied immediate access to their classes. The lessons were 'teacher-directed, passive, and lacked differentiation.' The quality review also supported these findings and recommended that the school provide teachers with needed PD on differentiation, proper techniques in grouping students and other cooperative learning strategies.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

As recommended in the JIT review, the instructional planning should be based on the NYS Learning Standards. Technology should be expanded across the curriculum, encompassing all grades and subgroups to ensure the active engagement of every student during the lesson. The school should provide PD in effective teaching strategies, incorporating word walls, rubric development, and differentiation to work towards engaging and focusing students on learning.

- b) staff and other resources used to implement these strategies/activities,

The staff used to implement these strategies/activities includes, the assistant principals, teacher, paraprofessionals and school aides. Resources include using the UFT TC and other entities operating in the school to help train the staff on differentiation and the effective use of technology resources in the classroom.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers will be included in the decision-making regarding the use of academic assessment to evaluate the effectiveness of the strategies and activities through the SLT, the Common Planning time meetings and the school Improvement Committee. Teachers will make suggestions for implementation of teaching, learning and assessment that integrate technology. They will monitor progress and develop mid course corrections.

- d) timeline for implementation.

September 2011 - June 2012

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

The following strategies/activities will be implemented to help the school achieve its math achievement goal:

- Present an outline of the curriculum to parents on the SLT
- Keep parents abreast of students achievement goals and on line resources at PTA meetings as well as in the monthly newsletter
- Conduct a workshop for the parents showing them what resources are being used in the school by the children and outline ways that they can help at home
- Use an upcoming PTA meeting to train the parents in the at-home use of the technology resources – Novanet – that students can use for math.
- Have teachers present technology resources in use by the school for math to parents at Open School Evening and Afternoon

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff will become highly qualified, in order to achieve this goal.**

All Beach Channel math teachers are highly qualified at this time. However, professional development on technology integration is needed. All teachers, assistant principals, and paraprofessionals will become certified in the use of the interactive white boards through TeqSmart. Throughout the school year teachers will receive professional development and in-class coaching from TeqSmart, HMH, Pearson, Achieve 3000, and the UFT TC. Groups of teachers will also attend three national SREB conferences including the Summer conference in July 2012. Teachers will be expected to implement their training into classroom instructional practices. The school has developed a professional development plan using the Charlotte Danielson framework. This plan was based on a survey using the framework that was developed for teachers to assess professional development needs. One major need that was identified was the use of technology resources, hence the emphasis on professional development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The 21st century program which supports after school enrichment and credit recovery will be leveraged to support this work.

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

The funds from the following categories will be used to support the actions/strategies/activities described in this action plan:

FSF – staffing, supplies, per session for teachers involved in after school programs.

Title I SWP – staffing, supplies, equipment, professional development, per session for teachers and staff working in after school programs

Title I SIG Restructuring Grant & School Success Grant– professional development, laptops and other computer based equipment, supplies

Title III- academic programs after school for ELL students, enrichment, supplemental supplies

Title I Translation Services for school documents sent out to parents

NYSTL for classroom and library resources for students.

ANNUAL GOAL #3 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 #3

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

By August 2012, all Beach Channel High School students will make progress toward achieving the 80% State graduation rate standard as evidenced by a 5% increase in graduation rate (from 54% to 59%) based on the school's Accountability and Overview Report.

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

The following subgroups were identified as not meeting AYP according to the 2009- 2011 New York State Report Card are:

Math: all students, African-American, Latino, Students with Disabilities, Economically Disadvantaged; ELA: all students, Latino, Students with Disabilities, Economically Disadvantaged

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

a) strategies/activities that encompass the needs of identified student subgroups,

Conduct one-on-one conferences with those groups that the state identified as not meeting AYP in Math for:

- All students, African- American, Latino, Students with Disabilities Economically Disadvantaged
- Conduct one-on-one conferences with those groups that the state identified as not meeting AYP in ELA for: all students, Latino, Students with Disabilities, Economically Disadvantaged
- Set up before school, during school, and after school tutoring, and credit recovery programs for students not meeting AYP in Math and they are: all students, African- American, Latino, Students with Disabilities Economically Disadvantaged
Set up before school, during school, and after school tutoring, and credit recovery programs for students not meeting AYP in ELA and they are: all students, Latino, Students with Disabilities, Economically Disadvantaged

b) staff and other resources used to implement these strategies/activities,

Teachers, support staff, assistant principals, principal will implement these strategies. The UFT Teacher's Center will also provide staff development that will concentrate on student engagement.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Continue to train teachers to identify and address learning difficulties in the classroom and set up professional development programs that allow best practice sharing.

d) timeline for implementation

September 2011 to August 2012

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- Communicate student progress to parents of students not making AYP progress through mailings and telephone calls
- Have the guidance staff contact and hold one-on-one conferences with parents of students not making AYP progress in Math and ELA

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

All Beach Channel teachers are highly qualified at this time. However, professional development on technology integration is needed. All teachers, assistant principals, and paraprofessionals will become certified in the use of the interactive white boards through TeqSmart. Throughout the school year teachers will receive professional development and in-class coaching from TeqSmart, HMH, Pearson, Achieve 3000, and the UFT TC. Groups of teachers will also attend three national SREB conferences including the Summer conference in July 2012. Teachers will be expected to implement their training into classroom instructional practices. The school has developed a professional development plan using the Charlotte Danielson framework. This plan was based on a survey using the framework that was developed for teachers to assess professional development needs. One major need that was identified was the use of technology resources, hence the emphasis on professional development.

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

Beach Channel High School students participate in 21st Century P.M. School, Clubs and activities. These clubs track student achievement and offer assistance with core subjects.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
The funds from the following categories will be used to support the actions/strategies/activities described in this action plan:

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Title I SIG Restructuring Grant & School Success Grant– professional development, laptops and other computer based equipment, supplies

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Title I Translation Services for school documents sent out to parents

NYSTL for classroom and library resources for students.

ANNUAL GOAL #4 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 #4

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

To show a 10% increase in the number of students earning 10 or more credits within each Cohort by June 2012.

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

The need that generated this goal was identified in both the 2010 Joint Intervention Team Report (JIT) and the 2010 NYC Progress Report. The JIT reported that the Cohort Graduation Rate was less than 60%. The NYC Progress Report identified the percentages of students earning 10+ credits as follows: *first year students = 60.3%; first year students in lowest third = 55.4%; 2nd year students = 51.6%; 2 year students in lowest third = 40.2%; third year students = 48.2%; and 3rd students in lowest third = 31.4%*. The JIT also stated that there was “limited infrastructure for students to be informed of individual performance and opportunities for credit recovery.” Further, the team reported that there was no formal monitoring of student progress except through the retaking of Regents Examination.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

a) strategies/activities that encompass the needs of identified student subgroups,

As recommended by the JIT team, a formal system should be implemented to monitor ongoing student progress during classes and credit accumulation. Professional Development will include teacher training in effectively understanding the transcripts for all students including Individuals with Disabilities and English Language Learners. Teachers will include transcript review to their case conferencing sessions with students and parents. Teachers and Assistant Principals will use weekly Common Planning Time to analyze student transcripts, progress reports, and ARIS data to ensure consistency. Cohort Assemblies, Weekly Guidance outreach and Monthly Departmental Meetings will keep students and staff members informed. Credit Recovery, Independent Study, and Saturday School will afford students the opportunity to recover a minimum of 10 credits per semester.

b) staff and other resources used to implement these strategies/activities,

The staff used to implement these activities include the principal, assistant principals, guidance, and teachers. The school will also utilize the services provided by the TSN Network in supporting staff in planning.

Teachers will be included in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of these activities through their participation in the Common Planning sessions. Facilitation of each meeting is rotated by teachers, which gives them the opportunity to lead focus groups. Assistant Principals are involved in the common planning meetings and are also able to assess the effectiveness of this goal for the Cohort they are responsible for.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers will be included in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of these activities through their participation in the Common Planning sessions. Facilitation of each meeting is rotated by teachers, which gives them the opportunity to lead focus groups. Assistant Principals are involved in the common planning meetings and are also able to assess the effectiveness of this goal for the Cohort they are responsible for.

d) timeline for implementation.

September 2011 – June 2012

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

The following activities will be implemented to help the school achieve this goal:

- Use Open School Week to conduct a workshop to ensure that all parents have ARIS password and are trained in how to access the Parent Link
- Use an upcoming PTA to meeting to provide transcript review training for parents
- Inform parents of Saturday School, Credit Recovery/PM School through our school newsletter
- Use schools' automated telephone messaging system to conduct "Phone Blasts" encouraging parents to remind students to attend PM and Saturday School
- Mail transcripts and Report Cards home after each grading cycle

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

Currently, all Beach Channel teachers are highly qualified. The professional development and common planning sessions teachers participate in will enhance their: 1) understanding of school wide student achievement; 2) exposure to multiple sources of student data and how they relate to student progress; and 3) classroom practices as it pertains to planning and instruction.

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

The 21st century program which supports after school enrichment and credit recovery will be leveraged to support this work.

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

The funds from the following categories will be used to support the actions/strategies/activities described in this action plan:

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NYSTL for classroom and library resources for students.

ANNUAL GOAL #5 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 #5

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

To use digital technology to engage all (100%) of students in core, 9th through 12th grade classes, in curriculum-based content differentiated learning by August 2012.

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

The needs that generated this goal were identified in the Joint Intervention Team Report of 2010 and the Quality Review of 2010. Furthermore, Beach Channel High School did not make AYP in ELA, Math, or graduation rate for all subgroups except black and economically disadvantaged students based on the New York State Report Card for the 2010-11 school year. The JIT and the QR identified factors that were negatively impacting student achievement. The JIT team reported that students had limited access or use of instructional technology in the curricular areas. There was little use of the two computer labs in the school. In addition, the lessons observed were “teacher-directed, passive, and lacked differentiation.” The QR also supported these findings and recommended that the school, “Establish instructional practices that consistently engage and address students’ differentiated needs....”

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

- - a) **strategies/activities that encompass the needs of identified student subgroups,**

As recommended in the JIT review, “Significant funding should be provided to dramatically expand access to instructional technology in all curricular areas.” Expanded access to technology across the school, encompassing all grades and subgroups, will provide opportunities for increased student engagement. The school will purchase laptops and carts for each department. Upgrades will be made to the computers in the library and additional labs. The school will begin the process of placing interactive white boards in each classroom. The school will contract with TeqSmart for certification training on using the Smart Board for every teacher in the school. Training on how to integrate technology use will also include purchasing professional development training courses for teachers from Houghton Mifflin Harcourt (HMH). This company will provide coaches who are trained in research based methods for integrating technology in the curriculum. The school will also purchase Novanet, an on-line course series, that is reflective of the New York State curriculum. The accompanying training for teachers and students using Novanet will also be purchased. Students and teachers in English, Social Studies, and Science classes will have use of Achieve 3000, a computer-based curriculum driven program that has shown promise in helping to boost student achievement when used effectively. The School Leadership Team and the School Improvement Committee will meet to develop a technology integration plan for the school. These technology resources will be accompanied by training by HMH on differentiated instruction. Kaplan will also be contracted to provide SAT preparation for our high achieving students. This program will also give students access to Kaplan’s on-line resources.

- - b) **staff and other resources used to implement these strategies/activities,**

The staff used to implement these strategies/activities includes the principal, assistant principals, teachers, paraprofessionals, and school aides. Resources include using the UFT TC and other entities operating in the school to help with the training on technology use and differentiation. The school will also utilize the services provided by the Transitional Support Network (TSN) network in training teachers in differentiating instruction and the effective use of technology resources in the classroom.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers will be included in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies and activities through the SLT and the School Improvement Committee. The SLT meets monthly and School Improvement Committee meets weekly. At each meeting the administration will report on the progress on this initiative in the school. The teams will also review tools to assess implementation. In fact, many of the computer-based technology programs that we will be using such as Novanet and Achieve 3000, include reports of use that can be accessed for evaluation. Teachers will also be involved in implementation, supervision and evaluation of the goals through weekly common planning time meetings. Teachers and the data specialist will review the computer based reports on use and achievement. The various committees will make recommendations for improvement. The principal and assistant principals, the network specialists will also visit the classrooms to provide feedback in both formal and informal observations.

d) timeline for implementation.

September 2011-August 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following strategies/activities will be implemented to help the school achieve its technology integration goal:

- Involve the parents in developing the technology integration plan for the school in the SLT
- Present the technology integration plan to the parents for feedback at PTA meetings as well as in the monthly newsletter
- Conduct a technology workshop for the parents showing them what resources are being used in the school by the children and outline ways that they can help at home
- Use an upcoming PTA meeting to train the parents in the at-home use of the technology resources – Novanet and Achieve 3000.
- Have teachers present technology resources in use by the school to parents at Open School Evening and Afternoon

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

All Beach Channel teachers are highly qualified at this time. However, professional development on technology integration is needed. All teachers, assistant principals, and paraprofessionals will become certified in the use of the interactive white boards through Teq Smart. Throughout the school year teachers will receive professional development and in-class coaching from Teq Smart, HMH, Pearson, Achieve 3000, and the UFT TC. Groups of teachers will also attend three

national SREB conferences including the Summer conference in July 2012. Teachers will be expected to implement their training into classroom instructional practices. The school has developed a professional development plan using the Charlotte Danielson framework. This plan was based on a survey using the framework that was developed for teachers to assess professional development needs. One major need that was identified was the use of technology resources, hence the emphasis on professional development.

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

Federal, State and local services are being coordinated with the instructional/strategies to achieve the goal of technology integration:

21st Century Program engages students in extracurricular and academic programs after school. Within these programs teachers and staff will implement our technology plan.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The funds from the following categories will be used to support the actions/strategies/activities described in this action plan:

FSF – staffing, supplies, per session for teachers involved in after school programs.

Title I SWP – staffing, supplies, equipment, professional development, per session for teachers and staff working in after school programs

Title I SIG Restructuring Grant & School Success Grant– professional development, laptops and other computer based equipment, supplies

Title III- academic programs after school for ELL students, enrichment, supplemental supplies

Title I Translation Services for school documents sent out to parents

NYSTL for classroom and library resources for students.

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 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.

	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	21	58	81	61				
10	56	10	101	28	34	0	15	1
11	37	74	47	91	168	0	8	1
12	39	85	50	106	80	0	3	2

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	<ul style="list-style-type: none"> • Reduced class size • Whole group, small group, and individual instruction • Access to on line curriculum-based materials at school and at home – Novanet/Achieve 3000 • Before school and after school and Saturday extra help
Mathematics	<ul style="list-style-type: none"> • Reduced class size • Whole group, small group, and individual instruction • Access to on line curriculum-based materials at school and at home - Novanet • Before school and after school and Saturday extra help
Science	<ul style="list-style-type: none"> • Reduced class size • Whole group, small group, and individual instruction • Access to on line curriculum-based materials at school and at home – Novanet/Achieve 3000 • Before school and after school and Saturday extra help
Social Studies	<ul style="list-style-type: none"> • Reduced class size • Whole group, small group, and individual instruction • Access to on line curriculum-based materials at school and at home – Novanet/Achieve 3000 • Before school and after school and Saturday extra help
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • One-on-one guidance sessions • Classroom visits reviewing graduation requirements and college • Assemblies with topics such as : college, career, credit accountability, graduation, outside speakers from CUNY
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • One-on-one during the school day • Parental and student support services

At-risk Services provided by the Social Worker	Weekly counseling, crisis intervention during the school day, and supportive counseling (one-on-one).
At-risk Health-related Services	<ul style="list-style-type: none"> • Immunization referrals • STD screening • AIDS Education • Vision Testing • Fitnessgram- Fitness and flexibility testing • On-site doctor visit and nursing services

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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;

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;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 27Q410 **School Name:** Beach Channel High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

- **HS ELA: ALL SWD, Black HISP ED**
- **HS Math: ALL SWD, Black HISP ED**
- **HS Grad: ALL**

At the school level, on the SQR, ESCA, and the JIT, the school was found to be lacking the following:

- **Curricula that were consistently aligned with the state**
- **Limited number of curricular resources in use**
- **Limited access to instructional technology**
- **Little differentiation of instruction**
- **Poor questioning techniques in classroom instruction**
- **Inadequate rubrics**
- **Ineffective discipline in and out of the classroom**
- **Not holding staff members for implementing professional development initiatives**
- **Inadequate monitoring of the AIS program**
- **Limited monitoring of student progress**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will implement the following interventions to support improved achievement in all grades and subject areas identified:

- **Develop and implement a technology integration plan that will focus on engaging students in learning through use of the Smart Board, Laptops, and many software features such as Novanet and Achieve 3000. Both programs provide opportunities for learning in ELA and Math for all grades and skill levels.**
- **Train teachers in the use of the technology resources for the classroom.**
- **Provide on-site professional development training for teachers on differentiated instruction and the use of effective questioning techniques.**
- **After training, equip as many classrooms as possible with a Smart Board, bank of computers, and available laptops.**
- **Secure enough licenses so that students can have access to on line curriculum-based resources such as Novanet and Achieve 3000 at school and at home.**
- **Use our monthly newsletter and PTA meetings to inform parents about academic achievement at the school.**

- Rewrite the curricula in ELA and math course to reflect the common core.
 - Use the Danielson framework to train teachers in effective teaching strategies.
 - Monitor student progress and implement strategies that effectively manage student behavior in and out of the classroom
 - Continue to support a school improvement committee of stakeholders to monitor and revise our school plan.
-

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The school is using the Title I 10 percent set aside to fund several initiatives. These include a School Improvement Committee that is directly involved in planning and monitoring all school initiatives. This committee has participated in professional development delivered by Houghton Mifflin Harcourt, Teq Smart, Pearson, High Schools That Work, and Achieve 3000. The funds also support UFT Teacher Center personnel. This teacher delivers, and also helps to plan all professional development activities in the school. The professional development plan that the school has developed addresses deficiencies identified in the JIT and QR of 2010-11.

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

All teachers in the school will participate in research-based professional development provided by several entities. Teq Smart will be training 15 teachers in use of the Smart board. Teq will also be providing in-class coaching for teachers using the Smart Board. Houghton Mifflin Harcourt will be training teachers in differentiating instruction for all students, ELLs, and other special populations. This company will run several workshops on how to integrate technology into classroom practice. Pearson will also be training teachers in the Novanet course ware. This will also include in-class coaching. The CFN will also be providing workshops on the use of data and other instructional strategies that have been proven to be effective in the classroom. This work will also be supplemented by the on-site UFT Teacher Center.

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

The school will notify parents about the school's identification for school improvement at the monthly PTA meetings. The school will also mail the parent notification letter to each parent. This mailing will also be followed up with the monthly newsletter where all activities involving the school are described for parents. All mailings will be done in English and Spanish.

**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 Luis Ruiz/Steven Chernigoff	District 27	Borough Queens	School Number 410
School Name Beach Channel High School			

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

Principal David Morris, PhD	Assistant Principal Lavern Eady
Coach Marjorie Damashek-Levine	Coach Irmin Wilford
ESL Teacher Evceniya Ponomarova	Guidance Counselor Gertrudis Hernandez
Teacher/Subject Area Patrice Wright	Parent Doreen Mercado
Teacher/Subject Area Odalys Manolio	Parent Coordinator N/A
Related Service Provider Joyce Lerner	Other N/A
Network Leader Steven Chernigoff	Other N/A

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
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	1
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	706	Total Number of ELLs	87	ELLs as share of total student population (%)	12.32%
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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. Where necessary the Spanish LAB is administered by with ESL teacher in conjunction with a Spanish speaking teacher to determine the students' literacy skills in the native language. All interviews are conducted by a licensed pedagogue.

The test is ordered in the fall by running the ATS report that lists all eligible students in general education and special education. This list is checked again in April to make all eligible ELLs are tested. The ESL teacher, Evceeniya Ponomarova, is in charge of the testing. The teacher is also responsible for making sure that the students complete all parts of the test in the window provided.

2. During the first weeks of September, 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. The guidance counselor who serves on the LAP committee also meets with the parent to go over choices. The ESL teacher also meets with the parent to review choices. By the second week of September the program choice letters are sent out to parents.

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. This is an ongoing process. The teacher collects the letters and incentives are provided for students and parents to return the letters in a timely manner. Reminders are mailed out to parents and the teacher also reminds the students about the importance of returning the letters. All letters are kept on file in the office of the assistant principal responsible for ESL services.

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. Materials on program choices are available for parents in their native languages. Parental choice letters are used to determine the program the parents are interested in. Parents who are not interested in our program are referred to the Queens placement office. BCHS as a phase out school is no longer accepting incoming 9th graders. So far we have not had any new ESL students this year.

5. Our trend in program choices has been freestanding ESL. The parents of all 87 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. Besides the regular ESL classes, students take all other courses with subject specific teachers. The school has also instituted an after school tutoring program for ESL students. This program is staffed by a certified ESL teacher. The school has also used funds to train subject area teachers in differentiating instruction for ELLs.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained												2	1	3
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	2	1	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	17
SIFE	32	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	24

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)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	32			31			24			87
Total	32	0	0	31	0	0	24	0	0	87

Number of ELLs in a TBE program who are in alternate placement: 1

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
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	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	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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	22	12	12	55
Chinese														0
Russian												1		1
Bengali												1		1
Urdu														0
Arabic										2		1	1	4
Haitian													1	1
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	11	22	15	16	64

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

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.

4. All assessment is in two languages as much as possible. Students are taught the skills of using both language exams and translation dictionaries in the classroom prior to the Regents. The school also purchased Rosetta Stone English to help to grasp the new language more quickly. The school has also invested in laptops and other Internet-based resources to facilitate language acquisition and provide student with practice materials on assessments.

5. 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 (4-6 years) is to accelerate their language and academic progress and target their specific needs.

A. Programming and Scheduling Information

They are entitled to extension of services through the BESIS. These students are encouraged to participate in our PM school program where we have hired a certified ESL teacher to provide additional instruction in English. These students also have access to general education teachers who provide extra help in this period. Similar assistance is also available in our Saturday school program that runs throughout the year.

d. Long term Ells (completed 6 years) often have other special needs, therefore it's important to identify and target them. AIS is offered to them in our extended day program as described above. These students receive small group and one-on one help in our after school program.

6. The instructional strategies and grade-level materials used by teachers of ELL-SWDs provide access to academic content areas and accelerate English language development because 1. The program is based on the immersion model - although students sit in self-contained classes they are immersed with English speaking students 2. Teachers have been trained to assess students' readiness levels in language development and plan differentiated instruction that addresses the needs. Instruction occurs in small groups and is individualized when needed. The school has purchased HMH materials designed specifically for ELLs. These materials address the content in ways that make it accessible for students who are learning English.

7. Curricular, instructional, and scheduling flexibility is being leveraged to meet the diverse needs of ELL-SWDs within the least restrictive environment in the following ways:

Curricular - a parallel curriculum (compared to GE) that is focused on the development of key concepts and skills using leveled readers.

Instructional - whole group, small group, and individualized instruction as needed. Use of technology (laptops), e-readers, and other Internet based resources such as Novanet and Achieve 3000.

Scheduling - PM school and Saturday Academy focused on tutoring, remediation and credit accumulation.

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	N/A		N/A	N/A
Social Studies:	N/A		N/A	N/A
Math:	N/A		N/A	N/A
Science:	N/A		N/A	N/A

	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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

B. Programming and Scheduling Information--Continued

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

We have created Regents preparation courses, an after school extra help program, as well as provided dictionaries, glossaries, use of materials in NL, extended time on exams, peer collaboration, among other interventions. Listed below are some ESL strategies used in the content areas:

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

9. Former ELLs receive testing accommodations and continuous support in their content area and ELA classes. Programs include extra help after school and Saturday School where students can take extra classes in content areas, and Regents preparation. All ELLs are enrolled in the Small Learning Communities and have access to specialty classes, enrichment opportunities, and sports activities.

10. For this school year we invested heavily in technology resources, ie, e-readers, laptops and desktops. We also purchased on line resources such as Novanet and Achieve 3000. All of these resources are made accessible to ELLs.

11. No programs or services will be discontinued.

12. ELLs have access to all programs. They participate in sports, homecoming, special school trips aimed at immersing ELLs into American culture, and student councils. ELLs are also active in after school programs including our 21st century program.

13. 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.

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

15. 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.

16. The school is being phased out and is not expected to get any new ELLs this year.

17. The languages electives offered to all students are Spanish, French, and German. Paste response to questions 8-17 here

B. Programming and Scheduling Information--Continued

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16. The school is being phased out and is not expected to get any new ELLs this year.

17. The languages electives offered to all students are Spanish, French, and German. Paste response to questions 8-17 here

1. Few parents are actively involved at DCIS. Currently less than 10 parents attend PTA meetings. However, we have increased parental

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. The school sends out the parent newsletter in English and Spanish. The majority of our parents and students in ESL are Spanish speaking.

2. The school partners with Rockaway Redevelopment and Revitalization Corporation in providing services to ELLs and all other students. We are supported by the Queens Public library. This institution applied 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. Paste response to questions 1-4 here

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.

All of the teachers in the school will participate in the professional development program because all of them teach classes that include ELLs. Furthermore, our ELLs are not making adequate progress in subject classes. Teachers need more training in identifying and addressing the needs of ELLs. Our specific focus will be on reading and writing and differentiation.

Schedule and Duration

The program will meet 2 hours per month starting in November and ending in June.

Topics to be covered:

- i. Differentiating Instruction for ELLs
- ii. Teaching Reading Strategies to ELLs
- iii. Teach Writing Strategies to ELLs
- iv. Adapting Curriculum for ELLs
- v. Helping ELLs to complete the research project required in common core
- vi. Assisting ELLs in developing academic vocabulary
- vii. Supporting former ELLs in subject classes
- viii. Cultural Diversity and Sensitivity
- ix. Strategies for teaching students who do not speak English as their first language

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- vii. Supporting former ELLs in subject classes
- viii. Cultural Diversity and Sensitivity
- viv. Strategies for teaching students how to be successful on the Regents

Providers: Beach Channel High School ESL teacher and supervisors; UFT Teacher Center; CFN Network; Content Area teachers; Houghton Mifflin Harcourt

2. Beach Channel is a phase out school. No students will enter from middle schools this year.

3. Our professional development plan allows for the minimum of 7.5 hours of ELL training for all staff. This year that service will be provided by Houghton Mifflin Harcourt. Agendas, lists of participants, and titles of the workshops provided for the 7.5 hours is maintained in the principal's office. All participants also receive certificates for participation.

Paste response to questions 1-3 here

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2. The school partners with Rockaway Redevelopment and Revitalization Corporation in providing services to ELLs and all other students. We are supported by the Queens Public library. This institution applied 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. Paste response to questions 1-4 here

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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
														L

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 for the after school program. 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 on the intermediate level. Students have also moved up to advanced after one full year of ESL. However, the

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

NYSESLAT Modality Analysis

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	37		12	
Integrated Algebra	71		28	
Geometry	8		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	4		1	
Earth Science	22		9	
Living Environment	80	50	30	24
Physics				
Global History and Geography	69	25		15
US History and Government	38	38		18
Foreign Language	5		5	
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:

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: <u>Beach Channel High School</u>		School DBN: <u>27Q410</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Morris	Principal		12/1/11
Lavern Eady	Assistant Principal		12/1/11
N/A	Parent Coordinator		12/1/11
Evцениya Ponomarova	ESL Teacher		12/1/11
Doreen Mercado	Parent		12/1/11
Patrice Wright	Teacher/Subject Area		12/1/11
Odalys Manolio	Teacher/Subject Area		12/1/11
Marjorie Damashek-Levine	Coach		12/1/11
Irmin Wilford	Coach		12/1/11
Gertrudis Hernandez	Guidance Counselor		12/1/11
Steven Chernigoff	Network Leader		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q410 **School Name:** Beach Channel High School

Cluster: 6 **Network:** 611

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 seen an increase in the number of students who speak Spanish. Less than 10 students speak Arabic, French, or Haitian Creole. The greatest need is for translation of documents into Spanish. There is less need for other languages as parents preceded students in coming to America. Parent experienced with English is at times, more advanced than children who followed them in immigrating to the country. Notices are being sent out in English and Spanish. The computerized telephone service is being used to communicate important announcements in Spanish also. 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 PTA 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. A guidance counselor also provides translations services to visiting parents. 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 assistant principal pupil personnel services. The assistant principal pupil personnel 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 assistant principal pupil personnel services 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 assistant principal pupil personnel services has sent students 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Beach Channel High school	DBN: 27Q410
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 89
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 33

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale

Beach Channel High School has to increase the number of students who reach proficiency on the NYSELAT, meet the standards in each subject by passing subjects classes, and on time graduation. Only 7 of 61 students who took the NYSELAT scored proficient; another 7 also moved up to the next proficiency level; and the majority either showed no progress or fell back. Based on the NYSELAT results there is movement on the listening and speaking portion, however students need additional remediation in reading and writing. Our ELL students continue to struggle in subject classes, credit accumulation, and on the Regents examinations. Of the 6 students who graduated in 2011, only 2 were within their cohort. We currently have 12 advanced students, 32, intermediate, and 21 beginners. Others are undetermined. Approximately 30% of the students have poor attendance and are struggling with school.

Subgroups and grade levels of students to be served

All subgroups and students will be served by the program. This includes students with disabilities, general education students from beginner to advanced; economically disadvantaged and 9-12 grade levels.

Schedule and Duration

The Program will run from November 2011 to June 30, 2012.

Language of Instruction

English

and types of certified teachers

1 full time, 1 part time

Types of Materials

Classroom libraries will include electronic books. Students will be able to read and hear. The books are high interest, leveled, and the content is multicultural and geographically diverse. Headphones, speaking dictionaries will also be purchased. Other purchases includes Scope magazine from Scholastic and News for You, an ESL newspaper. [REDACTED]

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Rationale

All of the teachers in the school need to participate in the professional development program because all of them teach classes that include ELLs. Furthermore, as was shown above, our ELLs are not making adequate progress in subject classes. Teachers need more training in identifying and addressing the needs of ELLs. Our specific focus will be on reading and writing and differentiation.

Schedule and Duration

The program will meet 2 hours per month starting in November and ending in June.

Topics to be covered

1. Teaching Reading Strategies to ELLs
2. Teach Writing Strategies to ELLs
3. Adapting Curriculum for ELLs
4. Helping ELLs to complete the research development
5. Assisting ELLs in developing academic vocabulary
6. Supporting former ELLs in subject classes
7. Cultural Diversity and Sensitivity
8. Strategies for teaching students how to be successful on the Regents

Providers

Beach Channel High School ESL teacher and supervisors

UFT Teacher Center

CFN Network

Content Area teachers

Houghton Mifflin Harcourt

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Rationale

Few parents are actively involved at BCHS. This is especially so for the parents of ELLs. However, we have increased parental outreach through mailings and use a computerized system that sends out notices in other languages. We continue to send out notices in English and Spanish. A guidance counselor meets with all ELL parents and translates for them when necessary. The newsletters will be translated into Spanish and sent to parents. This is the primary language used by our ELLs. At PTA meetings school staff will present on helping ELLs succeed at the school.

Schedule and duration

September through June 2012

Topics to be Covered

1. Helping ELLs succeed in school
2. Helping your child meet the standards
3. What to do when your child is struggling in Regents classes
4. Helping your child to learn English at home

Providers

BCHS staff

Parent Notification about Activities

Parents will be notified about the activities in the Parent Newsletter and through our computerized telephone system.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		