



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** BEACON SCHOOL

**DBN:** 03M479

**PRINCIPAL:** RUTH LACEY      **EMAIL:** RLACEY3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANTHONY LODICO

**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
Ruth Lacey	*Principal or Designee	
Alice Cordero	*UFT Chapter Leader or Designee	
Nica Lalli	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

- a. At least 55% of the freshman class will attend a "Summer Bridge" program.
- b. The average grades in the following subjects (English, History, Science, Foreign Language, and Mathematics) will go up by 2% compared to the freshmen class of 2012.

### **Comprehensive needs assessment**

- We have a class of 391 freshmen entering Beacon this year, an increase over last year's class of 22%. This goal is similar to a goal we established last year, that we would like to further improve upon. For example, while we reduced the percentage of students with failing grades in their major courses, we still have a larger number of students failing than we would like. In June of 2012, the numbers were 14 freshmen earning 24 "F's" in four academic subjects. With an increasing class size, the danger is for some students to get lost in the large shuffle, and we would like to avoid that. Another area of concern is that data shows that a significant number of students in the freshmen classes who pass all classes in first semester fail at least one of their major courses in the 2<sup>nd</sup> semester (for freshmen, the overall number of F's doubled). This is something that is complex, and not easily addressed. For example, most PBA's are administered in the 2<sup>nd</sup> term, students learn more new material in the 2<sup>nd</sup> semester, and other social/ emotional factors seem to have a greater impact on student learning in the Spring terms. Nonetheless, we would like to see if we can address this change in a significant way. We also want to include Foreign Language (Spanish and French) in our data, because they were omitted in last year's goals, and nearly every freshman takes one of these courses.

### **Instructional strategies/activities**

We will continue the Bridge Program during the summer of 2012. It will involve 25 teachers from different subject disciplines working collaboratively to create a series of inter-disciplinary projects for the incoming ninth graders. The cohort will be divided into three large groups, each with different projects to be accomplished during each week of the two-week program. With such a large incoming class (about 400), students will attend one week out of the two. The projects will be designed to promote a sense of community, create meaningful relationships, trigger student imagination and ingenuity, and instill expectations about the kind of learning and level of standards at Beacon. Our goal is to have students come into Beacon ready to learn, with a sense of ownership and awareness of Beacon's expectations and standards.

This year we are creating a new course for freshmen called Health and Wellness. We will hire two part-time Deans to design and coordinate instruction for this new class for all 9<sup>th</sup> graders, as well as be the first line of inquiry for 9<sup>th</sup> graders, help coordinate the Summer Institute, and follow-up on students with academic issues. The course will have students meet once per week in a group and once individually or in small groups as needed with their adviser-teachers. The course will be designed by the co-Deans and follow the mandated Health curriculum for the Department of Education, with the expressed purpose to help students improve their organizational skills, their ability to deal with stress and social relationships, to prevent substance abuse, and give them awareness of sexual issues and health risks, among other topics. The teacher/advisers also will work to improve the communication between academic teachers and students about their progress.

### **Strategies to increase parental involvement**

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

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

2 part-time Deans: Approx. \$60,000.00

The Summer Institute: approximately \$16,000.00 to pay for teacher and guidance counselor per session. Beacon's share of this is expected to be \$2,700.00 of this amount, and the other from a grant to the school. For Back to School night, teachers volunteer their time. The Parents Association pays for the teachers' dinners on that evening.

Health and Wellness: approximately 11% of a teacher's assigned program, or \$8,430.00; with 20 freshmen advisories, the total cost for advisories is \$168,600.00. We will use Federal Title III allocations to support translation for parents during parent-adviser conferences and other meetings with the school (\$980.00), and we will use part of our Title I allocation to support school and other supplies for families in temporary shelters in the freshmen class (\$2,600.00) Added together, the cost for this initiative is \$234,880.00.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

We will make quantifiable and verifiable improvements in our learning environment by engaging students in eight Common Core units of Instruction.

- a. 100% of Beacon students enrolled in Science, Mathematics, English, and History classes will experience Common Core instruction in a series of eight units (2 units each subject).
- b. 100% of Beacon students enrolled in Science, Mathematics, English, and History classes will be assigned and participate in a performance task aligned with the Common Core Standards.

### **Comprehensive needs assessment**

The Department of Education has mandated this goal. The standards and types of instruction outlined in the Common Core curriculum and standards mirrors much of what Beacon has been doing for the past 20 years. For example, the notion of “performance based task” derives, in part, from the Performance Based Assessment Tasks with which Beacon has assessed its students since 1997, as part of the Consortium. We continue to refine our system of assessments and reinvigorate the units of study each year. These units are directly aligned with the Common Core standards published last year. Most importantly, achieving our objectives will help prepare students to think and read critically, communicate strongly both orally and in writing, and solve complex problems.

### **Instructional strategies/activities**

Professional Development time will be used consistently to implement this goal. Department meetings (two-three times per month) will be used to coordinate the design and execution of instructional units aligned with Common Core Standards. These will be led by Department Facilitators, members of the department who as part of their Circular 6 assignments take on leadership roles within the department. In addition, professional learning groups consisting of teachers with common course levels will meet every other week to share curricular ideas, student work and class assignments. They will give feedback to each other regarding the implementation of the instructional units and performance-based assessments related to each Common Core unit.

Each student in English, Mathematics, Social Studies, and Science student will engage in instructional units designed to improve their knowledge and skills as identified in the Common Core standards. Each student will be assigned a project or projects (or tasks) directly connected to at least one of these units of study, which then will be assessed by the teacher of the student using a rubric common to each discipline, and particular to each grade/course level. These assignments and the common rubric will be posted on the Beacon School portal ([www.beaconschool.org](http://www.beaconschool.org)) by each teacher under “homework” section of the portal, accessible by students, parents, other teachers and administrators. The score for the assessment (on a 0-4 point scale) will be entered into the Beacon portal system under the “Portfolio entry” section of the portal and stored there.

Specifically, the units of instruction will focus on the following Common Core Standards:

English: Analyze how and why individuals and ideas develop and interact over the course of a text (Reading #3); Read and comprehend complex literary and informational texts independently and proficiently (Reading #10); Draw evidence from literary or informational texts to support analysis, reflection, and research (Writing #9); and Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric (Speaking and listening #3).

Mathematics: Understand equations and inequalities (REI); Connect to functions (BF); and modeling (LQE).

Social Studies: Analyze how and why individuals and ideas develop and interact over the course of a text (Reading #3); Read and comprehend complex literary and informational texts independently and proficiently (Reading #10); Draw evidence from literary or informational texts to support analysis, reflection, and research (Writing #9); and Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric (Speaking and listening #3).

Science: Read and comprehend complex literary and informational texts independently and proficiently (Reading #10); Draw evidence from literary or informational texts to support analysis, reflection, and research (Writing #9); and Mathematics modeling (LQE).

Beacon will adapt existing units and create new units, according to the on-going departmental development of the curricula. The units will be designed by each teacher working collaboratively with the department to insure consistency of rigor, knowledge acquisition, and skill development. The units will be designed with “entry points”, which at Beacon are theme or content-based Key Questions, which are continuously pursued throughout each unit. These key questions will be connected to previous study, as well as connected to future units of study, enabling students to reflect on previous knowledge and skill development, as well as

prognosticate future learning. The culminating task, whether it is a project, a test, or a performance-based assessment, will be introduced early on within the unit, so to motivate the students as they proceed through the unit. Each unit will last from one to six weeks, depending on the subject and level of the students

**Strategies to increase parental involvement**

- Parents have access to the syllabi of their child's courses in the Beacon portal, where they are posted. They also can see II performance based assessment projects and rubrics through the Beacon portal, where they can see their child's assignments in the "Homework Checker". We distribute letters explaining the PBA week procedures with accompanying schedules for the week.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

We will use Fair Student Funding to fund the teachers who teach these classes. We have adopted a schedule through an SBO which allows us the extra 50 minutes for teachers to meet in Professional Learning Groups each week.

We will use Fair Student Funding to fund the teachers who teach these classes. Extra tutoring sessions will be provided for those students in need of help or targeted as "AIS".

FSF \$: 40 teachers in English, Mathematics, Science, and Social Studies X \$67,520.00 (.89 of teacher assignment) = \$2,700,800.00. 3 Special Education Teachers: \$202,560.00 (.89 of teacher assignment).

Contract for Excellence \$ for After-school tutoring and enrichment programs: \$20,069.00. Title I for materials and resources in support of Title I families: \$7,400.00. Title III \$ for translation: \$1,200.00. Total Expense: \$1,514,109.00.

### **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**

Improve the achievement by Special Education ICT students in Humanities courses (history and English), especially in the ninth grade. All students receiving ICT services in the ninth grade will pass their English and history courses this year.

#### **Comprehensive needs assessment**

- In reviewing the incoming class of 2016, we realized that we had a significant number of new students with severe learning disabilities than we have had enrolled in the past (12 students).

#### **Instructional strategies/activities**

1. The administration and Special Education staff will meet with parents and Special Needs students in August of 2012 to identify individual learning styles and needs.
2. The administration, Humanities teachers, and Special Education staff will hold workshops during August 2012 to introduce Special Needs students to curriculum, resources, teachers and expectations for the year. Additionally, general ed teachers will conference with the students about their summer assignments in English and history.
3. Special needs students will be programmed according to the needs identified in our orientation sessions described above and with a goal of getting the students into the least restrictive environment. Emphasis will be placed on increasing the exposure and support given to these students by the general ed teachers, including special academic intervention services on a weekly basis led by the general ed teachers.
4. Special Education co-teachers will track student progress on a daily basis, especially behavior management and participation goals. A chart will be kept tracking student goals and progress over time. They also will suggest modifications on assignments and readings to aid in student comprehension and achievement.
5. Special education staff will attend two professional development sessions outside of school during the school year to learn how to implement new strategies and to use new technology to support students.

#### **Strategies to increase parental involvement**

During the year, Special Ed staff and the Parent coordinator will meet with parents periodically to help parents more effectively support their children at home.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Approximately \$3000.00 for teacher per session in the Summer orientation. (FSF funding)
- The general ed teachers will use their Circular 6 Administrative duty time to tutor the students during the year.
- Approximately \$2,000.00 in additional AIS money for after-school tutoring. (FSF funding)
- Approximately \$1,000.00 for materials and books for the students needing modified work.
- 2 full-time para-professionals for the incoming 9<sup>th</sup> graders requiring their services: \$93,118.00 (IDEA RS IEP Para)
- Total of \$99,118.00



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Review of classroom content and skills in advance of projects, essays and tests. Develop alternate strategies to retain information and synthesize material.	Small group, and 1-1 tutoring	During the day.
Mathematics	Review of classroom content and skills in advance of projects, essays and tests. Develop alternate strategies to retain information and synthesize material.	Small group, and 1-1 tutoring	During the day.
Science	Review of classroom content and skills in advance of projects, essays and tests. Develop alternate strategies to retain information and synthesize material.	Small group, and 1-1 tutoring	During the day.
Social Studies	Review of classroom	Small group, and 1-1 tutoring	During the day.

	<p>content and skills in advance of projects, essays and tests. Develop alternate strategies to retain information and synthesize material.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance counselors identify at-risk students from NC lists, PBA database and review of transcripts. They advise students and parents in conferences or via email about missing credits, opportunities to make up work, and alternative programming choices. They also counsel individual students regarding emotional issues affecting academic performance and refer them to outside providers where appropriate. Finally, counselors advise students one-to-one about post high school transition opportunities and needs. The School Psychologist processes initial requests for Special Education services, tests students, and conducts Triennial and Initial meetings with students with disabilities.</p>		

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We recruit the best teachers available, based on their demonstrated mastery of their content subject, their demonstrated ability to inspire and nurture students, and their demonstrated dedication to the field of teaching. The overwhelming percentage of our teachers are highly qualified already. Those who are not are counseled on how to get highly qualified either through the HOUSSE examinations or through further educational opportunities. Historically, by encouraging teachers to be inventive and enterprising and by supporting their industry by providing needed resources and opportunities, we have very little turnover from year to year (about 7% on average). These usually are due to individual life changes (moving to new location, child or family care needs, or changes of professions.) Very few change schools. Also, teachers are encouraged to submit proposals for new course electives from year to year in English, History, Science, Arts, and Mathematics, which mostly are geared toward the upper level students. This is a great incentive for teachers to pursue their expertise and passions. On top of this, teachers are encouraged and supported with per session to sponsor clubs, arts and athletic activities after school. Many are here until 6 PM each day. Because many of our teachers sponsor numerous student teachers from N.Y.U., Columbia Teachers College and other institutions, we are granted a "pool" of academic credits that many of our teachers take advantage of to further their knowledge and professional skill. A few of our teachers also teach at these and other colleges as adjunct professors (in the fields of Social Studies, Chemistry, and Mathematics). All of our teachers of AP classes have attended summer workshops to prepare them to teach these courses, and several periodically take refresher courses. In addition to the regularly scheduled biweekly staff meetings, we meet in Staff Development every week during the year (on Friday mornings) in both departments and in smaller grade level "Professional Learning Groups." These groups work to coordinate curriculum, create assessments, make ratings of assessments reliable and consistent across grade levels, give and get feedback on unit and lesson planning, visit each others' classroom lessons, and brainstorm new, inventive approaches to teaching. This program has successfully been run in various forms for the past 10 years. We believe we have and will continue to foster the finest faculty in the city.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Nancy Scala</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>479</b>
School Name <b>Beacon School</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>1161</b>	Total Number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.17%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										1			1	2
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	0	0	1	2

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	2										2
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

## A. Programming and Scheduling Information

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

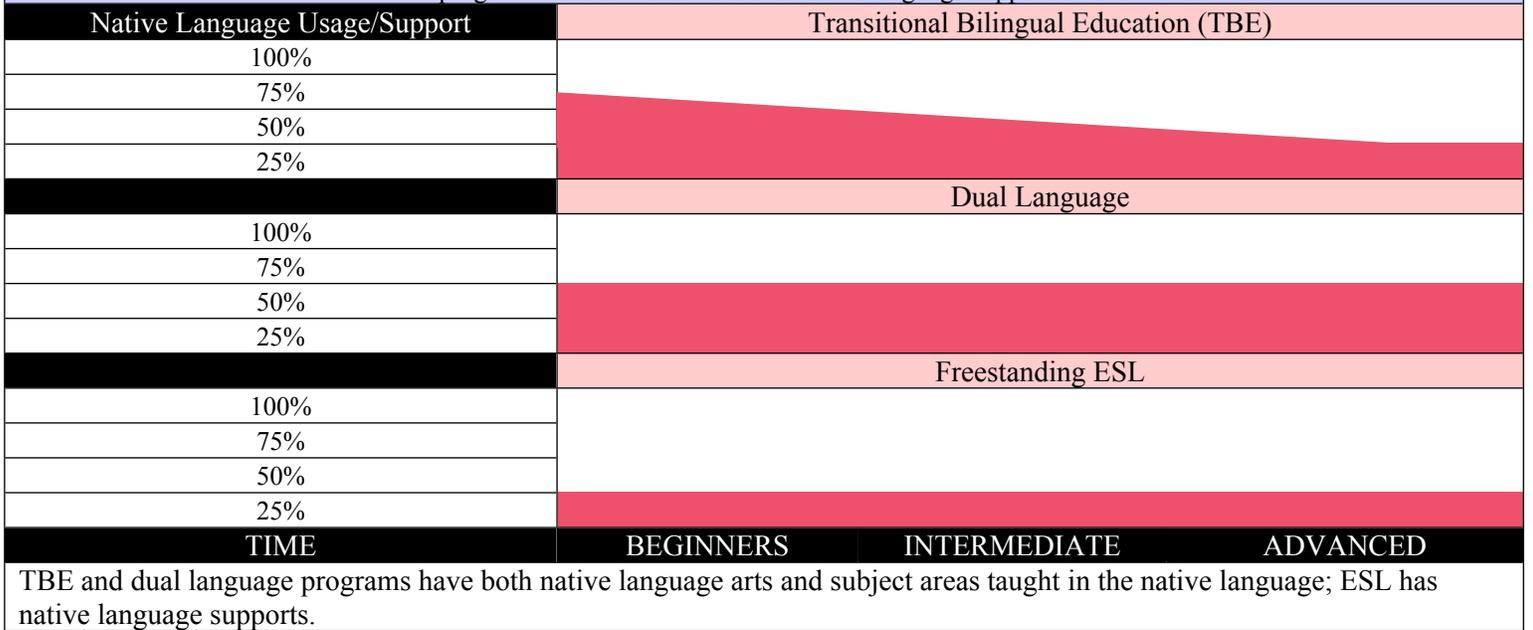
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

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

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

### C. Schools with Dual Language Programs

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

N/A

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

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

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

### E. Parental Involvement

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

Data patterns are difficult to determine, because we only have two students, one of whom is new to the school and one, a senior, is only in his second year. The senior passed the ELA Exam last year. We assess students for graduation using Performance-based assessments (PBA's) The freshman ELL student has yet to pass a PBA. The senior has passed all PBA's required for graduation and is on track to graduate on time with a Regents diploma. Ultimately, the success of our program is how well students do to graduate on time, and this is greatly determined by the achievement on PBA's. We track student progress on the PBA's to make sure that they are attaining satisfactory levels of achievement. For example, the senior last year achieved "High Passing" in English Language Arts and "Honors" in Science. This latter grade represents a leap forward from the "Passing" marks he achieved previously in science and English.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Beacon School

**School DBN:** 03M479

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

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

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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

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

**Cluster:** \_\_\_\_\_      **Network:** 107

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

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

**Part B: Strategies and Activities**

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

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

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

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

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

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

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

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

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

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