



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BEACH CHANNEL HIGH SCHOOL

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

PRINCIPAL: DAVID MORRIS

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SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	*Principal or Designee	
Bernard Schwimmer	*UFT Chapter Leader or Designee	
Doreen Mercado	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nadej Lee Brown Justin DeLeon	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Robert Brevetti	Member/CSA	
Sharon Smith	Member/Parent	
Cynthia Reyes	Member/Parent	
Gertrude McCray	Member/Parent	
Nancy Doremus	Member/Teacher (UFT)	
Mamadou Kone	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Significant funding should be provided to dramatically expand access to instructional technology in all curricular areas (JIT November 16-17, 2010, page 2)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To expand the use of instructional technology by 75 per cent in all curricular areas by purchasing Smartboards, desktops and laptop computers for each classroom, and providing 100 per cent of teaching staff with professional development in effective integration of digital technology in the classroom in preparing students to excel on common core tasks and achieving college readiness by June 2013.

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,

Strategy:

*Purchase Smart Boards and laptop and desktop computers for each classroom. Contract with **Teq** and **High School That Work** to provide professional development for teachers in the integration of technology in the classroom in all curricular areas with special emphasis on the creation and use of common core tasks. Provide expanded use of computers to students in each classroom and in the library to conduct research that reflect college readiness standards.*

Activity:

*Teachers will attend training conducted by an expert from **Teq** for 4 hours each week after school beginning in October 2012 and ending in May 2013 in the effective use of the Smart Board and integrating technology into curriculum development and classroom teaching. **High Schools That Work** will provide an onsite staff developer who will work one-on-one with teachers to develop and implement lessons that reflect the effective use of technology with special emphasis on common core task development and college readiness.*

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

Key Personnel:

Teachers and assistant principal's supervision in all subject areas will work directly with the coaches from Teq and High Schools That Work in developing and implement curriculum and lessons that reflect our technology integration plan.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Targets:

75 per cent of the teachers will participate in the after school professional development program. 100 per cent of teachers will be integrating use of technology in instruction as evidence by formal and informal observations and weekly snapshots. Student on task behavior in class will improve by 75 per cent.

- d) timeline for implementation.

Timeline:

Fall 2012, Spring 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

OTPS:

The funds below will be used to purchase equipment and consultants who will train the teachers in supporting the instructional technology integration program. This program will address the needs of all subgroups in the school by providing access to the latest technology tools.

Curriculum and Staff Development: Southern Regional Education Board : High Schools That Work(HSTW)

Smart Board Training from Teq

Scholastic training for staff on Read 180and System 44 implementation

Supplies General: Teq Smart Boards, Lenovo desktops ,and Printers for the classrooms

Supplies Classroom Cluster: paper, ink for printers , classroom supplies

Curriculum Development : (Title I SWP)

Per Session for participants in training and curriculum writing:



GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The lessons observed and the curricula provided were not consistently aligned with the New York State (NYS) Learning Standards (JIT, November 16-17, 2010, page 2).

Most lessons were teacher-directed, passive and lacked differentiation (JIT, November 16-17, page 3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

75 per cent of the teaching staff will work during and after school with consultants from Teq and High Schools That Work to develop units and lesson plans that consistently align with the New York State curriculum and the common core state standards by June 2013.

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,

Strategy:

Teachers and supervisors will meet 2-4 hours each week after school after school and during school to review the New York State curricula in each discipline and their units and lesson plans to check for alignment. Teachers and supervisors will also examine common core standards in mathematics, ELA, science, and social studies to examine the shifts. Planning sessions will also be used to write units and lesson plans that are aligned with the New York State curricula for each subject and the common core state standards.

Activities:

Weekly curriculum meetings of two to four hours after school and during common planning time.

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

Key Personnel:

Supervisors and teachers in all disciplines will work in collaborative teams to review the curricula and write the units and lesson plans.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Targets:

Two New York State and common core aligned units and lesson plans in mathematics, ELA, science, and social studies.

- d) timeline for implementation.

Timeline:

Fall and spring semesters 2012-2013.

Budget and resource 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.

X Tax Levy Title IA Title IIA Title III Set Aside X Grants Other-describe here: **SIG**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

OTPS:

Funds will be spent to pay teachers to work after school to write curriculum and also to pay for the consultants.

Curriculum and staff development: (Title I SWP)

Educational consultants: High Schools That Work Per Session for curriculum writing

Smart Board Training and Curriculum Writing

Extended school day

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

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 (JIT, November 16-17, 2010, page 4).

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To involve 75% of teachers and supervisors in collaborative inquiry of student learning by examining student achievement and engagement data, instructional practices, and student work and assessments through the Spring of 2013.

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,

Strategies:

Assign teachers, guidance counselors, and supervisors to work with collaborative teams. Supervisors and guidance counselors will spend 25 per cent of each day working on team work. Each team will receive intensive on site training on effective teaching strategies from High School That Work and Teq consultants. Teachers will also attend out of town conferences sponsored by SREB. The school will also contract with Classlink to provide one- on-one direct services to children in helping them to develop personal and career goals that focus on learning and college readiness.

Activities:

Collaborative teams will meet twice per week to examine student achievement data and to set goals for each cohort of students. Teams will also work with consultant to share student work products and teaching strategies that have been found to be effective with ELLs and special education students. Classlink consultants will work individually with struggling students to help them develop career and college goals that promote learning.

key personnel and other resources used to implement these strategies/activities,

Key Personnel:

Assistant principals and education consultants will work with teams weekly to analyze student data and assessments, and to develop and share effective teaching strategies.

- b) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Targets:

20 per cent improvement in students passing each marking period and accumulating course credits toward graduation.

- c) timeline for implementation

Timeline:

Fall through Spring 2012-2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: **SIG/Priority Focus**_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

SIG funds, tax levy, Priority/Focus and Title I SWP funds will be used to support supervisors of ELA and Mathematics as well as a guidance counselor in developing and maintaining the collaborative teams- 25% of salaries for the 2012-2013 school year.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

A formal system should be implemented to monitor ongoing student progress during classes and for credit accumulation. Additionally, the AIS scope should be expanded to include skill building for mathematics and ELA in addition to Regents reviews (JIT, November 16-17, 2010, page 7).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To develop and implement a formal system that monitors student progress (100 per cent), credit accumulation, and preparation for the Regents through AIS services by June 2013.

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,

Strategies:

Assign two guidance counselors to work with a collaborative team of and teachers and assistant principals to develop and implement a student progress monitoring system. The committees will use ARIS, ATS, and STARS to gather data for analysis at the weekly meeting. The team will also coordinate with a consultant from CLASSLINK who will work directly with students who have been identified as having difficulty making progress toward graduation. All students who have not passed the Regents will be assigned to an AIS program for Math, Science, English, and Social Studies that will meet on Mondays in the extended day. Students will receive intensive Regents preparation.

Activities:

Weekly collaborative team meetings with the Classlink consultant to review credit accumulation, attendance, student progress, and student achievement in AIS classes.

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

Key Personnel:

Two guidance counselors, four assistant principals, teachers in common planning time, and a Classlink consultant.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Targets:

75 percent of students will improve credit accumulation by passing all of their classes and Regents examinations in the spring and fall 2012-2013.

- d) timeline for implementation.

Timeline:

Student progress will be monitored using class grades and Regents scores at the end of each semester.

Budget and resource alignment

- Indicate your school's Title I status: X 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.

X Tax Levy Title IA Title IIA X Title III Set Aside X Grants Other-describe here: **SIG/Priority Focus**_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following funds were allocated from the sources above to do this work:

Personnel:

Assistant Principal: 25% of salaries 2012-2013 school year

Guidance counselor: 25% of salaries 2012-2013 school year

F-Status Programmer for data: 3 days per week for 2012-2013 school year

OTPS: Classlink consultants 20 ½ days

Per Session: Extended Day, 10 and 1/2 hours per week, T-R 2:30- 5:00 pm, Sat. 9:00-12:00, 18 teachers , 3 assistant principals, 1 school secretaries, and other support staff.

SES Services: UFT Young People's Academy – Regents Preparation in Math, ELA, Science and Social Studies, Sat, 9:00-12:00 pm, 50 hours per student

21st Century Grant – PM School – 2:30-4:30 pm, T-R, 5 teachers, 1 supervisor, 108 hours for full year course

Enrichment Humanities program for ELLs, 108 hours, 2 teachers, T-R, 2:30-4:30 pm.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The parents that are involved in the PTA appear active, but the principal reports that one five parents attended the last PTA meeting (JIT, November 16-17, 2010, page 5). Although the school had a functioning PTA, parent involvement was limited (JIT, November 16-17, 2010, page 6). Strategies to engage parents should be developed such as visits to community centers, athletic or other school events to foster home-school connections and increase parent involvement (JIT, November 16-17, 2010, page 7).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To increase parental involvement in school activities as seen in attendance at PTA and leadership meetings, Open School Night and Afternoon, and other school events for parents and students by June 2013.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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,

Strategies:

Publish a monthly newsletter that will be mailed to all parents in the school. Mail the school calendar home to all of the parents and reference all events. Make the school accessible by providing cab fare to parents who are unable to visit because of the expense. Provide staff and other entities with the resources to present at every meeting with parents in providing training and other essential tools in helping student to be successful in school.

Activities:

Set up booths for parents at Open School Nights. Invite outside group that will provide information to parents about the school and graduation requirements. Mail out newsletters and calendars in a timely fashion to ensure that parents get them in time for events. Use staff to follow up with phone calls to parents about events.

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

Staff and Other Resources:

The staff need will include the principal, assistant principals, guidance counselors, family workers, and school aides.

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

Teacher Inclusion:

Teachers will serve on the school improvement committee and on the leadership team. They will also be encouraged to attend parent meetings to present on curriculum development to parents. Teachers will also be used to conduct workshops to help parents to be more successful at home.

- d) timeline for implementation.

Timeline:

Fall and Spring 2012-13

Budget and resource alignment

- Indicate your school's Title I status: XX 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

To following resources have been allocated to help us meet our goals:

Guidance counselor will be available for parents after school hours, T-R, 3:00-5:00 pm, throughout the school year.:

Supervisor per session, T-R, 3:00-5:00p, throughout the school year

Family worker, school aide, and school secretary, T-R, 3:00-5:00, throughout the school year

General and instructional supplies for the classrooms, paper, printer ink, equipment:

Parent Engagement Meetings – Maintaining the Parent Center – Travel reimbursement for parents, office supplies for parent information center

These resources will allow us to have staff work beyond the regular school day in addressing parent needs, especially those who work far away from the community.

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	On line resources such as achieve 3000 and APEX Learning	Small group and one-on-one	During 9 and 10 period on Mondays – 2:30-4:30 pm.
Mathematics	Same as above	Small group and one-on-one	During 9 and 10 period on Mondays – 2:30-4:30 pm.
Science	Same as above	Small group and one-on-one	During 9 and 10 period on Mondays – 2:30-4:30 pm.
Social Studies	Same as above	Small group and one-on-one	During 9 and 10 period on Mondays – 2:30-4:30 pm.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	2 Guidance counselors will be available to meet with students for direct services	One-on-one	2:30-3:30 pm

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.

All teachers at Beach Channel High School are Highly Qualified. However, BCHS continues to use Title I and SIG funds to maintain teacher skills and development. Teachers receive training on technology integration from TEQ and High Schools That Work.

Beach Channel High School

PARENT INVOLVEMENT POLICY

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.

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 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, Evceniya 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 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 #
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)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	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:

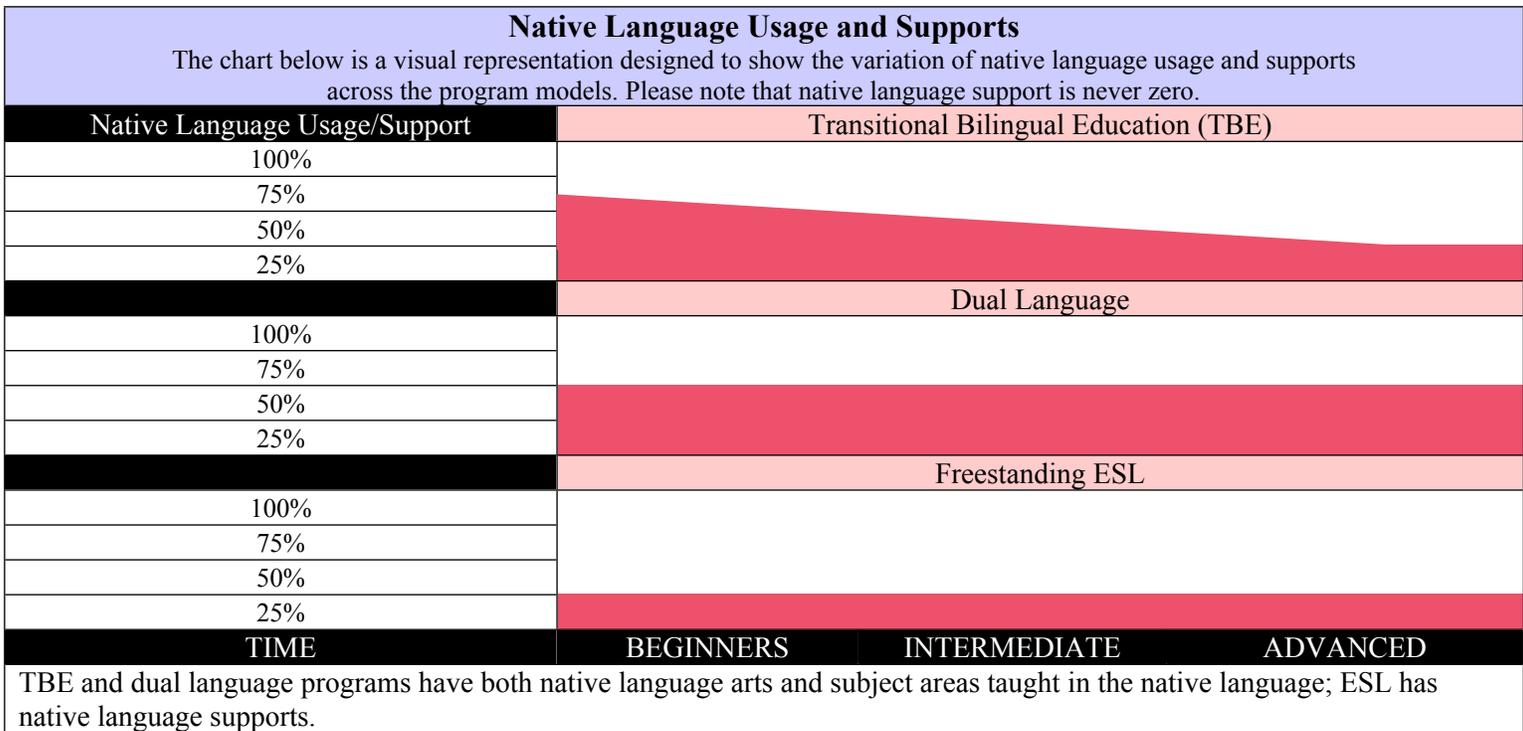
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction
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



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?

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

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
- 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

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 conducts 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 providings 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

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)										7	6	1	0	14
Intermediate(I)										4	12	7	4	27
Advanced (A)										2	4	2	1	9
Total	0	0	0	0	0	0	0	0	0	13	22	10	5	50

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	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.

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

move from intermediate to advance, and from advance to proficiency is the greatest challenge. Students continue to do better on the speaking and listening rather than the reading and the writing. This is why the school has purchased new technology and materials, as well as contracted with HMH to training the teachers on teaching struggling adolescent ELL readers and writers.

3. Modality analysis has influenced the approach to instruction. We need to emphasize reading and writing more as all ELLs have to pass the Regents in order to graduate. We will use Title III funds to support after school tutoring in core subjects for ELLs.

4. Although we have ESL only, we have been ordering Regents examinations in the native Spanish, Haitian, for ELLs. ELLs showed improvement in using these exams. Some students were able to do well enough on these examinations to graduate. Others improved in scores that fell in the low 60s. However, with additional support these students will earn higher scores and graduate.

5. Although we have ESL only, the teachers and school leaders are using the periodic assessments to predict how students will do on the NYSELAT in the spring and target students for interventions. The teacher uses the data to differentiate instruction for students in the class.

6. The school is getting additional information on the progress of students from the periodic assessments. It supplements classroom exams and other measures and leads to higher levels of differentiation in the classroom.

Although we do not have a bilingual or dual language program, native language support is used to expedite English language learning proficiency.

Paste response to questions 1-6 here

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
Evceeniya Ponomarova	ESL Teacher		12/1/11
Doreen Mercado	Parent		12/1/11
Patrice Wright	Teacher/Subject Area		12/1/11

School Name: Beach Channel High School

School DBN: 27Q410

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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.

2012-13 Comprehensive Education Plan (CEP)

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 checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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:

Program:

After School Enrichment Humanities that integrates English and Social Studies. One ESL and one Social Studies teacher will plan together to deliver an interdisciplinary course that builds on student prior knowledge in their country of origin, and integrate cultural, historical and linguistic patterns in the United States that would help student learn the language quickly and excel in English and global studies, specifically.

Rationale:

ELLs at Beach Channel High School have struggled to achieve the graduation mandate of passing 5 Regents. 30 students were chosen for this program because they are lacking the linguistic and cultural experiences that would help them to be successful. Analysis of Regents data on 42 ELLs show that only 13 of these ELLs have passed the Global History and Geography Regents and 9 of 42 have passed the English Regents. Student miss out on the nuances of the English language because they are not culturally immersed. Also, this group of students have still not tested out of ESL. More than 90 per cent of them have been in the school for more than 3 years yet have only moved up to the intermediate level on the NYSELAT. This after school program will provide such immersion with trips to museums, and other institutions and will help to build student skills in reading, writing, and critical thinking and interpretation.

Subgroups and grade levels of students to be served:

Black, hispanic, students with disabilities, economically disadvantaged student in 10th-12th grades.

Schedule and duration:

This program will run from September 2012 through June 2013. The regular school day is 8:00am-2:20pm. Classes will meet during the 9 and 10 periods which is our extended day from 2:30-3:35 pm on Tuesdays, Wednesdays, and Fridays.

Language of Instruction: English

and Types of Certified Teachers:

2 teachers, 1 ESL, 1 Social Studies

Types of Materials:

Part B: Direct Instruction Supplemental Program Information

Students will use reading and writing materials from Houghton Mifflin, Prentice Hall and Achieve 3000. Students in the program will also have access to APEX learning which is an online program that the school receive through I-Learn. Other materials will be provided by the institutions that the students will visit.

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:

Program:

Smart Board Training for the ESL teacher and 1 social studies teacher on differentiating instruction for ELLs.

Rationale:

Classroom observations of supervisors have shown that students are not engaged in classroom lessons. Furthermore, students, although scoring intermediate on the NYSELAT, are still at different levels in learning English. The Smart Board is an engaging tool that will allow the teacher to differentiate learning for the students. The Smart Board is also interactive and will serve to help the teacher to address the multiple intelligences in each classroom.

Teachers to receive training:

1 ESL teacher and 1 social studies teacher

Schedule and duration:

2/1/13 3:00-5:00 pm

2/4/13 3:00-5:00 pm

2/15/13 3:00-5:00 pm

Topics covered:

1. Tools for the Smart Board
2. How to use the Smart Board to differentiate instruction for ELLs
3. Differentiated Smart Board projects

Part C: Professional Development

Name of Provider:

Tequipment

7 Norden Lane

Huntington Station NY 11746

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:

Program:

The ESL teacher and 1 English teacher will work with ELL parents after school and on Saturdays to develop an informational guide for parents on using the Internet in the home for educational purposes. The teachers will research and produce the guide in collaboration with parents.

Rationale:

Many of our parents have computers and the Internet in the home. Our students also have cell phones with Internet access. However, most of our parents face a language barrier in supervising their children or helping them with homework or projects using the Internet. This program will educate ELL parents and children about safe and effective ways of using the Internet for educational purposes. Parents will be able to identify safe websites, access DOE information, and help students with homework.

Schedule and Duration:

September 2012-June 2013, selected Saturdays, and at the monthly parent meeting from 3:30-6:00 pm during the week, and 9:00-12:00 noon on Saturdays.

Topics to be Covered:

Part D: Parental Engagement Activities

1. Accessing different websites including the DOE website
2. Safe Internet use in the home
3. Educational websites and software
4. Learning English with inexpensive software
5. Trouble shooting your computer
6. Preparing an informational guide

Name of Provider: UFT Teacher Center/ Beach Channel High School Staff

Parent Notification

Parents will be notified through our monthly newsletter, telephone calls, and weekly calendar.

Part E: Budget

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

Allocation Amount: \$11200

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		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		