



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BEACON SCHOOL
DBN (i.e. 01M001): 03M479
Principal: RUTH LACEY
Principal Email: RLACEY3@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: NANCY SCALA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|----------------------------|--|-----------|
| Ruth Lacey | *Principal or Designee | |
| Alice Cordero | *UFT Chapter Leader or Designee | |
| Nica Lalli | *PA/PTA President or Designated Co-President | |
| Raydale Blaylock | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Lola Oyediran | Member/ Teacherr | |
| Christine Cirker | Member/ Parent | |
| Igor Lamser | Member/ Parent | |
| Amy Sumner | Member/ Parent | |
| Francesca Forcella Bonetti | 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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

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

- a. At least 60% of the freshman class will attend a "Summer Bridge" program.
- b. The average grades for the bottom achieving third of freshman and sophomore students in the following subjects (English, History, Science, and Mathematics) will rise by .5% on a scale of 100 compared to the bottom third of the freshmen class of 2012-13 (from 78.6 to 79.1). The bottom 1/3 to be determined by the lowest average grades at the end of the year.

Comprehensive Needs Assessment

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

Last year we had a similar goal, and our freshmen did well, overall. However, after analyzing grade averages and PBA scores, we noticed that there still is room for improved achievement. For example, at the end of the 2nd semester, 42 students had failed at least one academic course. The average grade for the freshmen in five academic subjects was a B (86.2) as opposed to the average grade for the rest of the school, which was B + (88.1), according to STARS. Given that the courses get progressively more challenging as students rise in grade, this was somewhat surprising. As we have broadened the number of high schools from which we draw students from admissions, we observe a greater disparity among this student population between those who are fully prepared for high school and those for whom high school is a shock, particularly the workload. Specifically, the lower third of freshmen last year maintained an average grade of 78.6 in all subjects (STARS).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

We will continue to teach a new course for freshmen called Health and Wellness. This class will continue to be coordinated by two part-time Deans. The course will have students meet once per week in a group and once individually or in small groups as needed with their adviser-teachers. The course is designed by the co-Deans and follows the mandated Health curriculum for the Department of Education, with the expressed purpose to help students improve their organizational skills, their ability to deal with stress and social relationships, to prevent substance abuse, and give them awareness of sexual issues and health risks, among other topics. The teacher/advisers also will work to improve the communication between academic teachers and students about their progress.

This year we are hiring an additional F-Status Guidance Counselor to help support freshmen and sophomores with academic as well as social/ emotional issues. Part of her and the Deans' jobs will be to guide students to tutoring opportunities, help with scheduling of deadlines with the teachers, and contact home whenever appropriate to bring in parents as soon as issues develop.

In addition, the Deans and Guidance counselor are creating a new "Homework Help Institute", which will meet in the Library every day after school. Here, academic teachers will work with at-risk students to help them complete their homework, guide them to use appropriate resources, and answer relevant questions. Attendance will be taken, with follow-up calls or emails to parents about their children, whether or not they are attending the sessions. Per session AIS funds will be used to cover this

cost.

Finally, we will use high-achieving juniors and seniors who are volunteering to create a new "Writers' Workshop", which will take place both during and after school. This program, coordinated and trained by one of our English teachers, will enable freshmen and sophomores to get help from their upper class peers with their writing assignments.

B. Key personnel and other resources used to implement each strategy/activity

1. 2 F-status deans, one F-status guidance counselor, 3 after-school teachers for Homework Help Institute, various pedagogical staff to teach the Health and Wellness classes.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will examine the average grades of students both at the mid-term and then at the end of the year (June) to determine the progress of students.

D. Timeline for implementation and completion including start and end dates

1. Bridge Program: last 2 weeks of August, 2013;
2. New staff- start in September of 2013;
3. Health/Wellness class- start on first day with special orientation for freshmen;
4. Staff tutoring schedule and follow-through- start by the fourth week of September;
5. Writers' Workshop- 1st week in October;
6. Homework Help Institute- last week in October.
7. 1st check on progress- February 15, 2014 (after review of 1st semester grades);
8. 2nd check on progress- July 15, 2014 (after review of 2nd semester grades).

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

2 part-time Deans: Approx. \$67,773.00

1 part-time Guidance Counselor: \$23,995.00

The Summer Institute: approximately \$13,000.00 per session for teacher and guidance counselor per session.

For Back to School night: \$1,900.00 in per session

Health and Wellness: approximately 11% of a teacher's assigned program, or \$8,215.00 per teacher; with 18 freshmen classes, the total cost is \$147,862.00.

Writers' Workshop Coordinator: \$2,750.00 in after school per session (2 hours/ week X 32 weeks)

Homework Help Institute: \$7,740.00 in after school per session (6 hours/ week X 30 weeks)

Approximately \$980.00 in Federal Title III allocations to support translation for parents during parent-adviser conferences and other meetings with the school;

Approximately \$1,600.00 in Title I allocation to support school and other supplies for families in temporary shelters in the freshmen and sophomore classes.

Added together, the cost for this initiative is \$267,600.00.

Strategies to Increase Parental Involvement

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 Deans and Guidance Counselors will contact parents both pro-actively, advertising our programs, and reactively, as individual issues for students arise. In addition, Health and Wellness teachers will contact parents via email and phone when issues of attendance or missing work occurs; they also will meet with parents twice per year

(in early November and in early April) to review all students' progress. Anecdotal/ data reports from teachers will form a large part of these meetings. The Parent Coordinator and Community Coordinator will notify parents about all general school news, as well as news specific to the grade. We will supply Translators and translation services to parents during individual meetings and during the Parent-Adviser conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|
| X | Tax Levy | X | Title IA | | Title IIA | X | Title III | | Set Aside | | Grants |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

We will make quantifiable and verifiable improvements in our learning environment by engaging students in Common Core-aligned units of instruction that ground arguments and problem-solving hypotheses with text-based evidence.

- a. 100% of Beacon students enrolled in Science, Mathematics, English, Language, and History classes will experience units of instruction that specifically use text-based evidence to support arguments or hypotheses (2 units each subject).
- b. 100% of Beacon students enrolled in Science, Mathematics, English, Language and History classes will be assigned and participate in a performance task aligned with the Common Core Standards that uses text-based evidence to support an argument or hypothesis.

Comprehensive Needs Assessment

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

This goal is embedded in the 2013-14 Chancellor's Instructional Expectations. Last year, we made improvements in our learning environment by engaging students in eight Common Core units of Instruction. 100% of Beacon students enrolled in Science, Mathematics, English, and History classes experienced Common Core instruction in a series of eight units (2 units each subject). In addition, 100% of Beacon students enrolled in Science, Mathematics, English, and History classes participated in a performance task aligned with the Common Core Standards. They will continue to do these tasks this year. As part of Beacon's effort to enhance our curriculum and focus instruction, we plan to hone in on the development of cogent argument and use of text-based evidence. While this is something that we address in our classes, as a school we have not come together to coordinate our efforts across disciplines. In discussions during department and inter-departmental meetings, we notice that each department holds different expectations for the uses of argument and evidence. For example, in English essays, students are required to "sandwich" a quotation with an introduction and an analysis of a quotation. In History, students must use the quotation as evidence and then comment on the significance of that quotation in supporting their main point and/or thesis. Mastering both expectations poses a challenge to students who navigate between the two different kinds of essay assignments. In an analysis of our performance-based rubrics, it has been shown that the category "Thesis" (or Argument) is the one in which students tend to achieve the lowest scores (an average of 2.39 on a scale of 4- Beacon School PBA report for June 2013). Thus, we believe that a coordinated effort with this goal will directly benefit the students. More practice, with coordinated curricular standards developed by the teachers, will result in higher achievement for the students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. In addition to mandated after-school meetings, teachers will meet weekly on Friday mornings to plan curriculum, instruction, and pedagogical practice. They will meet both in Departments and in interdisciplinary groups (or Professional Learning Groups) of five teachers per group, each from a different discipline.
- 2. Students will experience units of instruction that specifically use text-based evidence to support arguments or hypotheses, at least 2 units per academic discipline (Math, English, History, and Science).

| |
|--|
| 3. Students will be assigned and participate in a performance task aligned with the Common Core Standards that uses text-based evidence to support an argument or hypothesis. This task will have a rubric that evaluates, in part, their ability to use text-based evidence to support their thesis or hypothesis. |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. All pedagogical staff. The Beacon portal, including Homework Checker under Parent Resources. Various primary and secondary sources used in these classes. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. (see below) 1 st Assessments: 100% of academic teachers will submit sample assessments. |
| 2. Sample lessons: 100% of teachers will submit sample lessons. |
| 3. Department minutes: 100% of academic departments will submit minutes regarding standards and practices of teaching argument and evidence. These will be shared with other departments. |
| 4. Sample assignment and student work from each teacher: 100% of academic teachers will submit sample assignments and work. |
| 5. Performance-based assessment with rubric evaluating student success at using argument and evidence: 100% of students will have a grade put into the Beacon portal. 100% of teachers will submit sample assignment and student work. |
| D. Timeline for implementation and completion including start and end dates |
| 1. During the first semester, we will collect examples of first assessments from each teacher which evaluate students' ability to argue or hypothesize and defend that argument/ hypothesis with evidence. |
| 2. We will collect sample lessons from the teachers which address these skills, as well as examples of anecdotal narratives and data collected by the teachers which are used to inform parents and students about their progress. Professional Learning Groups and Administrators will analyze these artifacts to brainstorm best practices. |
| 3. Departments will refine standards and explore best practice ideas regarding the content and skill development needed at each course level aligned to Common Core standards. |
| 4. At the end of the first semester, we will collect a sample assignment and sample student work from the teachers in which students use text-based evidence to support arguments or hypotheses. Professional learning groups will examine both the assignments and products to look for best practices that enable students to raise their competency. |
| 5. At the end of the second semester, we will collect a second sample assignment and sample student work from the teachers in which students use text-based evidence to support arguments or hypotheses. This assignment will be a performance-based assessment. A cohort of administrators and teachers will examine this data to see trends of achievement for the year. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| We will use Fair Student Funding to fund the teachers who teach these classes. We have adopted a schedule through an SBO which allows us the extra 50 minutes for teachers to meet in Professional Learning Groups each week. |
| We will use Fair Student Funding to fund the teachers who teach these classes. Extra tutoring sessions will be provided for those students in need of help or targeted as "AIS". |
| FSF \$: 47 teachers in English, Mathematics, Science, Language and Social Studies X \$66,463.00 (.89 of teacher assignment) = \$3,123,780.00. |
| 2 Special Education Teachers: \$132,927.00 (.89 of teacher assignment). |
| TL Citywide Instructional Expectation \$ for After-school tutoring and enrichment programs: \$25,700.00. |
| Title I for materials and resources in support of Title I families: \$2,900.00 |
| Title III \$ for translation: \$1,100.00. |
| Total Expense: \$3,286,407.00. |

Strategies to Increase Parental Involvement

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).

Our Beacon portal will be used to post all major assignments required for graduation. Parents can access this information by logging in with their student's ID number in

the portal under "Homework Checker".

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | X | Title IA | Title IIA | X | Title III | Set Aside | Grants |
|---|----------|---|----------|-----------|---|-----------|-----------|--------|
|---|----------|---|----------|-----------|---|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

We will make quantifiable and verifiable improvements in our learning environment by engaging our teachers in a meaningful evaluation system, designed to improve instruction to students and better evaluate how teachers perform in their classes.

100% of our pedagogical teachers will engage in our new Professional Feedback process.

As part of this process, 100% of our pedagogical teachers will submit a portfolio of work, consisting of teacher plans and assessments, minutes from Professional Learning Group meetings, sample student work, and visitation notes from administrators and peers about their teaching.

Comprehensive Needs Assessment

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

This goal is embedded in the 2013-14 Chancellor's Instructional Expectations. Our plan is in response to the Chancellor's initiative to advance professionalism inside and outside the classroom. We also note that given our administrative staffing, it has been difficult under the old system of formal observations to get around to all teachers in the school. The new system of repeated walk-through observations and alternative means of gathering data on teaching promises to provide a more in-depth, manageable system for evaluating teachers. We are happy that the UFT chapter has been very responsive and open to our innovative approach to evaluation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Please see the outline below:

November 1, 2013

Overview of Supportive Feedback pilot program for 2013-2104

- A. Preliminary meeting with Ruth, Harry, Kate or Jen in PL groups
- B. 1st visit
 - a) Walk through/informal observation (Ruth, Harry, Kate or Jen)
 - b) Brief communication based only on what was captured during visit
- C. Anecdotal review in PL groups
 - a) Discuss examples of teacher/student feedback
 - b) Compare variety of ways to effectively communicate qualities of students and provide constructive feedback
- D. 2nd visit
 - a) Using 'Visit Notes' form attached, observer writes down what he/she experiences within the visit. He/she will only comment on the categories that are evident during the walk through.
 - b) The observer will leave a blank copy of the 'Visit Notes' form for the teacher to comment on what he/she felt was illustrated during

the visit.

c) Observer and teacher meet to discuss each perspective of visit – strengths and weaknesses of practice.

* If you choose option 1 (formal observation) this will be an hour-long

E. 3rd visit: Peer

a) During PL group each teacher will choose a partner and a time to observe each other in the classroom.

b) Using 'Visit Notes' form attached, peer observer writes down what he/she experiences within the visit. He/she will only comment on the categories that are evident during the walk through.

c) The teacher will again use a blank 'Visit Notes' form to comment on what he/she felt was illustrated during the visit.

d) During PL groups, peer observer and teacher discuss each perspective of visit.

e) Please submit both copies of notes to PL group coordinator.

F. 4th visit

a) Observer takes note of what he/she experiences within the walk through, focusing on examples of professional growth since initial visit.

b) Teacher notes how he/she felt the walk through exemplified the feedback or strategies from previous meetings.

c) Observer and teacher meet to discuss:

i. Implementation of collaborative feedback over the course of the year

ii. Concrete examples of professional growth from first visit to last visit.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Assistant Principal: conduct all formal and many informal observations. Coordination of the work and portfolio assembly of the majority of Professional Learning Groups.

2. Deans (Freshmen/Sophomore Coordinators): Coordinate the work and portfolio assembly of several Professional Learning Groups; assist in providing informal observations to teachers.

3. Pedagogical teachers: Work in collaboration through the Professional Learning Groups; this includes bringing in sample assignments and work by students,

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

A. 100% of pedagogical staff will have a preliminary meeting with an Administrator and/or Dean.

B. 100% of pedagogical staff will experience a first walk-through visit and meet in a follow-up meeting.

C. 100% of pedagogical staff will submit sample anecdotal reports to their portfolio.

D. 100% of pedagogical staff will be given Visit Notes about their 2nd observation (formal or informal) and discuss this in a post-observation meeting.

E. 100% of pedagogical staff will share a completed Visit Notes form with a peer, and discuss this in Professional Development meetings.

F. 100% of pedagogical staff will be given Visit Notes about their 3rd observation (formal or informal) and discuss this in a post-observation meeting.

G. 100% of pedagogical staff will meet in Professional Development groups and complete a short form to give feedback on the effectiveness of the program for their professional growth. This information will be used by administrators to evaluate the effectiveness of the program.

D. Timeline for implementation and completion including start and end dates

Throughout the year, teachers will submit the following items to become part of your Supportive Feedback portfolio:

1. **October, 2013:** Four student examples of baseline assessment from each teacher and the rubric or grading sheet used to evaluate the student work. There will be an example of various levels of quality among each submission (i.e. weak, average, above average and exemplary)

2. **October/November, 2013:** Examples of lesson plans teachers used in PL group discussions that illustrate each teacher's style of planning and teaching. First round of visits by administrators.

3. **December-February, 2014:** 2nd round of visits by administrators, including formal observations.

4. **February-April, 2014:** 3rd and 4th rounds of visits (peer and administrative).

5. **November and April:** Four examples of student anecdotal narrative to illustrate teacher/student feedback (again, providing various examples of student achievement.)
6. **May-June:** Examples of student work from the same students as #1 that exemplify growth from baseline work. Four student examples of the class's PBA that focus on the use of argument and evidence on performance based assessments and the rubric used to evaluate it. (Again, providing various quality levels of student work.)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Walk-through observations of teachers;
2. Teacher-teacher meetings in Professional Learning Groups on a Bi-weekly basis throughout the year.
3. Accumulation of artifacts to use in analyzing pedagogy and in creating a teacher portfolio.
4. Monthly meetings with faculty to introduce initiatives and provide progress updates.
5. The program works within the DOE contract (50 minute meeting times as part of the tutoring SBO.)

Strategies to Increase Parental Involvement

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 DOE has issued numerous press releases about its new system of teacher evaluation. We are relying on their publicity of this reform policy.

Budget and Resource Alignment

Indicate using an "X" 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 | Grants |
|--|----------|----------|-----------|-----------|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | |
| | | | | | | |

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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 |
|----------|----------|-----------|-----------|-----------|--------|
|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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 |
|----------|----------|-----------|-----------|-----------|--------|
|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>) | Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>) | When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>) |
|--|--|---|---|
| ELA | Review of classroom content and skills in advance of projects, essays and tests. Develop alternate strategies to retain information and synthesize material. | Small group, and 1-1 tutoring | During the school day and after school in Homework Help Institute and Writers Workshop. |
| Mathematics | Review of classroom content and skills in advance of projects, essays and tests. Develop alternate strategies to retain information and synthesize material. | Small group, and 1-1 tutoring | During the school day and after school in Homework Help Institute and Writers Workshop. |
| Science | Review of classroom content and skills in advance of projects, essays and tests. Develop alternate strategies to retain information and synthesize material. | Small group, and 1-1 tutoring | During the school day and after school in Homework Help Institute and Writers Workshop. |
| Social Studies | Review of classroom content and skills in advance of projects, essays and tests. Develop alternate strategies to retain information and synthesize material. | Small group, and 1-1 tutoring | During the school day and after school in Homework Help Institute and Writers Workshop. |
| At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>) | Guidance counselors identify at-risk students from NC lists, PBA database and review of transcripts. They advise students and parents in conferences or via email about missing credits, opportunities to make up work, and alternative programming choices. They also counsel individual students regarding emotional issues affecting academic performance and refer them to outside providers where appropriate. College counselors | One to one, and small group | During the day. |

| | | | |
|--|--|--|--|
| | <p>meet with at-risk students individually once in the junior year and once in senior year for approximately 45 minutes each to help the students with career and college planning and applications. There is a once a week support group meeting for students who are first in their family to attend college. Finally, counselors advise students one-to-one about post high school transition opportunities and needs. The School Psychologist processes initial requests for Special Education services, tests students, and conducts Triennial and Initial meetings with students with disabilities</p> | | |
|--|--|--|--|

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | | | |
|--|----------------------------------|--|---|----------|--------------------|
| Indicate with an "X" your school's Title I Status. | | | | | |
| | School Wide Program (SWP) | | Targeted Assistance (TA) Schools | X | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

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

We recruit the best teachers available, based on their demonstrated mastery of their content subject, their demonstrated ability to inspire and nurture students, and their demonstrated dedication to the field of teaching. The overwhelming percentage of our teachers are highly qualified already. Those who are not are counseled on how to get highly qualified either through the HOUSSE examinations or through further educational opportunities. Historically, by encouraging teachers to be inventive and enterprising and by supporting their industry by providing needed resources and opportunities, we have very little turnover from year to year (about 7% on average). These usually are due to individual life changes (moving to new location, child or family care needs, or changes of professions.) Very few change schools. Also, teachers are encouraged to submit proposals for new course electives from year to year in English, History, Science, Arts, and Mathematics, which mostly are geared toward the upper level students. This is a great incentive for teachers to pursue their expertise and passions. On top of this, teachers are encouraged and supported with per session to sponsor clubs, arts and athletic activities after school. Many are here until 6 PM each day.

We believe we have and will continue to foster the finest faculty in the city.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Because many of our teachers sponsor numerous student teachers from N.Y.U., Columbia Teachers College and other institutions, we are granted a "pool" of academic credits that many of our teachers take advantage of to further their knowledge and professional skill. A few of our teachers also teach at these and other colleges as adjunct professors (in the fields of Social Studies, Chemistry, and Mathematics). All of our teachers of AP classes have attended summer workshops to prepare them to teach these courses, and several periodically take refresher courses.

In addition to the regularly scheduled biweekly staff meetings, we meet in Staff Development every week during the year (on Friday mornings) in both departments and in smaller grade level "Professional Learning Groups." These groups work to coordinate curriculum, create assessments, make ratings of assessments reliable and consistent across grade levels, give and get feedback on unit and lesson planning, visit each others' classroom lessons, and brainstorm new, inventive approaches to teaching. This program has successfully been run in various forms for the past 10 years.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We receive Title I money for Students in Temporary Housing only.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

| | | |
|----------------------------------|--------------------------|--------------------------|
| District 03 | Borough Manhattan | School Number 479 |
| School Name Beacon School | | |

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|---|---|
| Principal Ruth Lacey | Assistant Principal Harry Streep III |
| Coach N/A | Coach N/A |
| ESL Teacher Rachel Ratcliffe | Guidance Counselor Vivian Molina |
| Teacher/Subject Area Denise Lee/ French | Parent Nica Lalli |
| Teacher/Subject Area | Parent Coordinator Judy Moore |
| Related Service Provider | Other |
| Network Leader(Only if working with the LAP team) | Other |

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 currently teaching in the ESL program. | 0 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 6 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 2 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 1276 | Total number of ELLs | 0 | ELLs as share of total student population (%) | 0.00% |
|--|-------------|----------------------|----------|---|--------------|

Part II: 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 | | | | | | | | | | | | | | |
| SELECT ONE | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|--------------------------------|---|
| All ELLs | 0 | Newcomers (ELLs receiving service 0-3 years) | 0 | ELL Students with Disabilities | 0 |
| SIFE | 0 | ELLs receiving service 4-6 years | 0 | Long-Term (completed 6+ years) | 0 |

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

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional:

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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

| 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 | EL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |

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

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 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 (SWD) | | | | | | | | | 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 (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 0 | 0 | 0 | 0 |
| Integrated Algebra | 0 | 0 | 0 | 0 |
| Geometry | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and Geography | 0 | 0 | 0 | 0 |
| US History and Government | 0 | 0 | 0 | 0 |
| Foreign Language | 0 | 0 | 0 | 0 |
| Other <u>0</u> | 0 | 0 | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We are a high school. We do not have early literacy skill issues here.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
That we have no students who qualify as ELL.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Not applicable
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Not applicable
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
Not applicable
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Not applicable

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
For new students, Beacon administers the Home Language Identification Survey (HLIS), including an informal oral interview in English by either an administrator, an admissions staff member or our Parent Coordinator with the assistance of one of our ESL teachers, and a formal initial assessment (an analysis of a student's transcript, an example of his writing, and a test in Math and Foreign Language). This data is analyzed by the licensed ESL teacher. Depending on the outcome of the survey and interview, the ESL teacher then administers the LAB-R within 10 days of the student's entry into Beacon. Those who qualify under the LAB-R test are then assigned to our ELL program. Every May we evaluate the ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

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.
- Upon entering the school and after qualifying for an ESL program, a student's parents are given materials (offered in a number of different languages) that explain the DOE ELL program. At Beacon this includes a Freestanding ESL program. Parents are contacted within the first 10 days of a child's designation for an ELL program and asked what type of service they would like for their child. If a parent selects a Transitional Bilingual or Dual language program, they are assisted in the process of obtaining a transfer through the Office of Enrollment. The Parent Coordinator follows up with calls and emails to the parent within a week of the outreach, and a child's academic program is adjusted to include the ESL program. Within the first week of a qualified student's entry into Beacon, an entitlement letter is sent home to the parent, again, in the home language, notifying him or her of the child's inclusion in the freestanding ESL program. We offer only a Freestanding ESL program to ELL students. Our model is consistent with the parental requests for placement, and in our 20 year history we have yet to receive a request for anything other than our Freestanding Program. By examining admissions data, the Parent Surveys, and Program Selection forms for the past four years, the administration has determined that all students have been offered programs consistent with their needs and requests. In 2009-10 there were 2 requests, and in 2010-12 there were 3 requests each year, and in 2012-13 there were 2 requests all for free-standing ESL services. There have been no requests for other services during these years.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Parent surveys are hand delivered to parents upon their child's first registration/ program meeting at the school. Program selection letters are sent out by the Office of Pupil Personnel directly to parents through the mail. Follow up calls are then made by the office if and when the program selection is not made. Copies of the letters, surveys, and program selection forms are collected and maintained by the Office of Pupil Personnel in room 108 (current year), room B06 (last 5 years), and B40 (more than 5 years old).
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.
- Upon entering the school and after qualifying for an ESL program, a student's parents are given materials (offered in a number of different languages) that explain the DOE ELL program. At Beacon this includes a Freestanding ESL program. Parents are contacted within the first 10 days of a child's designation for an ELL program and asked what type of service they would like for their child. If a parent selects a Transitional Bilingual or Dual language program, they are assisted in the process of obtaining a transfer through the Office of Enrollment. The Parent Coordinator follows up with calls and emails to the parent within a week of the outreach, and a child's academic program is adjusted to include the ESL program. Within the first week of a qualified student's entry into Beacon, an entitlement letter is sent home to the parent, again, in the home language, notifying him or her of the child's inclusion in the freestanding ESL program. The Office of Pupil Personnel updates the ELPC screen in ATS within 20 days of a qualified student's admission to the school. Beacon offers only a Freestanding ESL program to ELL students. Our model is consistent with the parental requests for placement, and in our 20 year history we have yet to receive a request for anything other than our Freestanding Program. By examining admissions data, the Parent Surveys, and Program Selection forms for the past four years, the administration has determined that all students have been offered programs consistent with their needs and requests. In 2009-10 there were 2 requests, and in 2010-12 there were 3 requests each year, and in 2012-13 there were 2 requests all for free-standing ESL services. There have been no requests for other services during these years. Beacon offers a Freestanding ESL program only. Students who require a bilingual program have never been placed in our school. If they are to be in the future, we will follow the procedure described above.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- When we administer this examination, preparation for the NYSELAT exam is given by the ESL teacher in advance of the test in all four competencies listed in the exam: Listening, Reading, Writing, and Speaking. Students are administered the exam according to the instructions delivered with the exam, and protocol for testing is strictly followed, including the exclusion of all electronic equipment not specified for use under a student's IEP. Students who pass the NYSELAT continue to receive transitional support from both the ESL teacher and their academic adviser.
6. 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.) 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. 
- In our 20 year history we have yet to receive a request for anything other than our Freestanding Program. By examining admissions data, the Parent Surveys, and Program Selection forms for the past four years, the administration has determined that

all students have been offered programs consistent with their needs and requests. In 2009-10 there were 2 requests, and in 2010-12 there were 3 requests each year, and in 2012-13 there were 2 requests all for free-standing ESL services. There have been no requests for other services during these years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Currently, we have no ELL students to teach, and thus no instruction is being delivered. If we ever do have students our classes are pull-out, and heterogeneous (mixed proficiency levels) as an additional class for ELL students, which is offered during school three days per week X 60 minutes per day. Our recent past ELL students have been at the Advanced level.
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)?

Our ESL teachers teach a combination of Language and ESL classes. Thus, they are freed up to teach ESL students whenever they are enrolled in the school. ELL students take regular English Language Arts classes (4 days per week, 60 minutes per period, or 240 minutes) and also take one ESL class 3 days per week, 60 minutes each period, or 180 minutes of instruction. Additional periods are added to instruction if they are prescribed by the mandate, and this is fit into the program of the day. Each student is regularly programmed for 6 periods of direct instruction, one lunch and one period for tutoring or additional instruction; it is this period that we use for the ESL classes.
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 foster language development and meet the demands of the Common Core Learning Standards.

The class is heterogeneous, and instruction is given through a balanced literacy model in English using themes from the books and readings that students are assigned in their academic classes, including English Language Arts, History, and Science. Classes are taught by an experienced teacher licensed in ESL. Content is given in English, and instruction is scaffolded so that complex readings and assignments are broken down into comprehensible segments. Additional instruction is offered to improve vocabulary using a variety of techniques including cue cards and rhyming techniques. Classes are differentiated according to each student's level of comprehensible input. Pacing is likewise done according to student capacity. Newcomers are given materials to match their level of understanding, and particular attention is given to helping them understand the expectations, procedures and standards set out by academic courses, which follow Common Core guidelines. ESL students are given intensive tutoring in preparation of their summative assessments (called Performance-based Assessments or PBA's at Beacon) which adhere to and exceed Common Core standards. The results of these assessments are analyzed by the ESL teacher and instruction and tutoring is altered so as to improve achievement over time. Our schedule allows for students to have more free periods during the week than in the past. These have allowed us to schedule the students for the ESL class during the day. Other than these classes, the ELL students are mainstreamed into all academic and elective courses. They fulfill the same requirements for graduation as all other students.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Not applicable
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In our English and History classes, students on a daily basis are quizzed on their ability to read high level literature and non-fiction, required to write notes, reflections and essays, required to respond accurately to oral presentations by the teacher, other students, and guest speakers, and required to participate actively in class by speaking. They are assessed on their speaking and listening through oral responses to questions by the teacher, speaking and listening while working on group projects, orally explaining powerpoints or other visual projects with oral, and engaging in formal debates and simulations. Our ESL teacher communicates with each ELL student's teachers, monitors achievement, and duplicates the same assessments, often in advance of their classroom assessments. This is on-going throughout the year, and at Beacon, a never-ending part of our educational process.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We have never had a SIFE program, as we have never had any students who qualify for this.

b. , c. and d.: Our program for students in the country for less than three years is the same as those who have had service for 4-6 years. We have never had anyone who is a long-term ELL (6+). Content is given in English, and instruction is scaffolded so that complex readings and assignments are broken down into comprehensible segments. Additional instruction is offered to improve vocabulary using a variety of techniques including cue cards and rhyming techniques. Classes are differentiated according to each student's level of comprehensible input. Pacing is likewise done according to student capacity. Newcomers are given materials to match their level of understanding, and particular attention is given to helping them understand the expectations, procedures and standards set out by academic courses, which follow Common Core guidelines. ESL students are given intensive tutoring in preparation of their summative assessments (called Performance-based Assessments or PBA's at Beacon) which adhere to and exceed Common Core standards. The results of these assessments are analyzed by the ESL teacher and instruction and tutoring is altered so as to improve achievement over time.

e. Our former ELL's have all graduated.

7. 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?

In 20 years, we have never had a student classified as ELL-SWD. If we ever do, we will adhere to the student's IEP mandates, making sure that his or her program best supports his or her needs, academically and emotionally. Our schedule allows for students to have enough instructional support periods during the week to fulfill State mandates. We are able to schedule the students for the ESL class and to receive IEP support during the day.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Other than taking their required academic classes, the ELL-SWD students are mainstreamed into all academic and elective courses. They will fulfill the same requirements for graduation as all other students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |

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

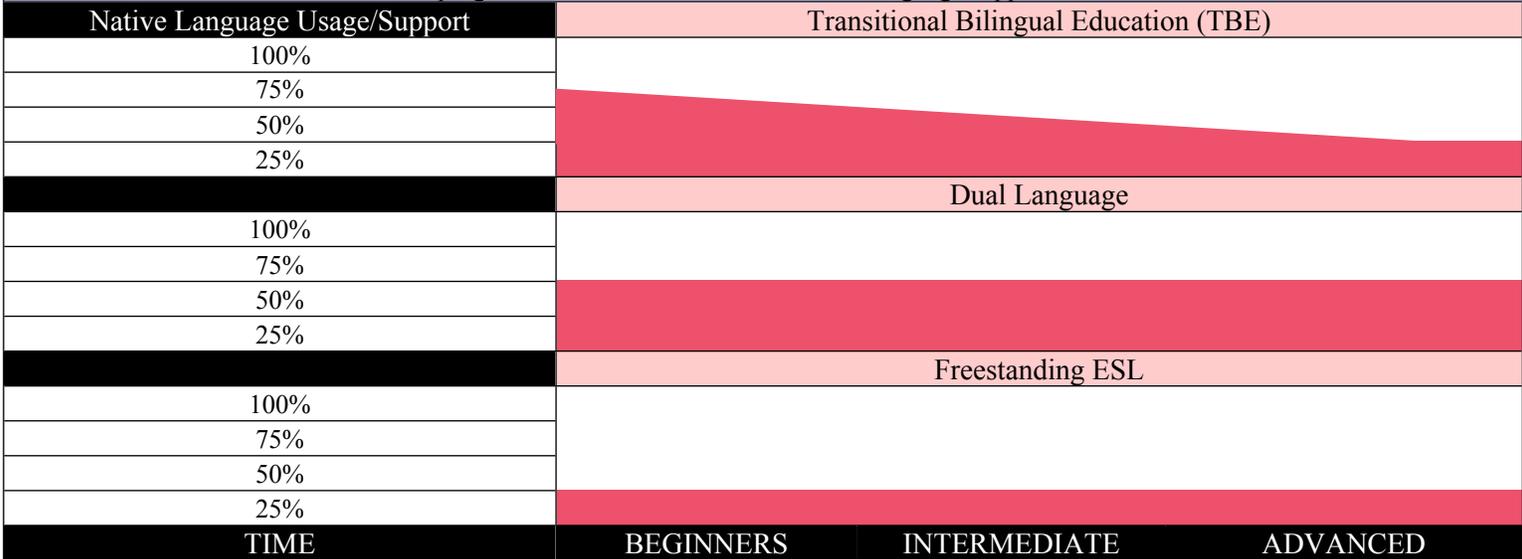
| | Beginning | Intermediate | Advanced |
|---|--------------------|---------------------|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

ELL students take regular English Language Arts classes (4 days per week, 60 minutes per period, or 240 minutes) and also take one ESL class 3 days per week, 60 minutes each period, or 180 minutes of instruction (Advanced Students). Additional periods are added to instruction if they are prescribed by the mandate (Intermediate Students), and this is fit into the program of the day. Each student is regularly programmed for 6 periods of direct instruction, one lunch and one period for tutoring or additional instruction; it is this period that we use for the ESL classes.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Not applicable

11. What new programs or improvements will be considered for the upcoming school year?

Not applicable

12. What programs/services for ELLs will be discontinued and why?

Our pull-out ESL class has been discontinued for this year, because we have no ELL students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ESL program, occurring during instructional support hours, allows our ELL students to participate in all possible academic offerings, including arts electives, science electives and physical education, while still receiving the supports that they need. We provide supports from both the ESL teacher and the college office (guidance counselors and an outside consultant) to help seniors with applications to college and juniors with getting prepared for the college search.

ELL students at Beacon do very well. They graduate (all have graduated in the past four years), they participate in after school activities (approximately 25 different clubs), college courses, and athletics (22 PSAL, 2 non-PSAL sports), and they can and do enroll in all the variety of academic electives. There is no course or program in which they are prohibited from either trying out for or participating in. All students are encouraged to do so, and ELL students are taken by their academic advisers to an activities fair at the beginning of each school year as part of this effort. ELL students also can take any foreign language offered at Beacon (Spanish) or apply to take foreign languages offered at colleges associated with Beacon (Fordham, John Jay, Hunter, or NYU).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructionally, all ELL students have access to computers in a computer lab or library all day long. In addition, they have access to the Beacon portal, on which they can survey a plethora of resources, including their course schedule and syllabi, their daily homework assignments, their PBA scores, all after-school activities, and other pertinent academic information. The ESL class is delivered in a computer lab, so that students can access and work on homework and other assignments, according to the class plan. Additional content materials are available in the Library, and the catalog is available to students on-line.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our targeted intervention programs for ELLs are in ELA, math, and science under the ESL model. We do not deliver TBE or Dual Language programs at our school. ESL includes intensive small group and individual tutoring by classroom teachers in preparation for the ELA (11th grade), additional support and counseling by the ESL teacher in preparation for the Math, Science and History PBA's, academic advisement by each student's adviser (meeting 1 time per week for 45 minutes) and by guidance counselors on an as-needed basis. Native language support is delivered by using translators to help with difficult vocabulary, and translation materials and interpretation services offered to families. Preparation for the NYSELAT exam is given by the ESL teacher in advance of the test, and vocabulary/ Native Language support is a key part of this preparation. Students who pass the NYSELAT continue to receive transitional support from both the ESL teacher and their academic adviser.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Not applicable

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

For new ELLs who enroll during the school year, we offer a Health/Wellness class once a week, in which a small group of students under the guidance of a teacher discuss various issues related to school. Included in these topics are programming issues, organizing strategies, social acclimation tactics, using technology and the Beacon portal, and expectations for success. Students

new to the school are assigned a "buddy" from this advisory class to help them further get acclimated to the school. Each student is given a LAB test within the first 10 days of enrolling, to determine whether or not they need ELL services.

18. What language electives are offered to ELLs?

Spanish, French, and available college courses at Fordham University.

19. For schools with dual language programs:

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

Not applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ESL teacher is a part of interdisciplinary professional learning groups and course-level departmental groups which meet once per week on Fridays throughout the year (meeting approximately 30 hours per year). In these sessions, teachers focus on issues of literacy: how to better their teaching of literacy, how to better integrate the teaching of literacy throughout every discipline, and how to best respond to the individual needs of each student. This year we specifically are targeting the ability of students to use argument and evidence in their writing as part of an effort to address a challenging Common Core Learning Standard. These sessions will focus on the utility of initial evaluative assessments, the utility of lesson plans, the effectiveness of anecdotal narratives (student/parent feedback), techniques for teaching argument and evidence, developing effective end-of-term assessments, creating supportive classroom environments, and monitoring effective group activities in the classroom, among others. Our ESL teacher assists in developing agendas and strategies for success at these meetings; she is a key member of one of the teams of 6 teachers, working directly with the Principal to improve instruction (30 hours/ year). In addition, the ESL teacher participates in the Summer Bridge program, in which the great majority of incoming 9th graders come for three days for orientation, acclimation, and evaluation activities. At least three sessions are devoted to incoming Special Education and ELL students, in order to better identify their abilities and needs. At our monthly faculty meetings, we hold two sessions to specifically address the needs of individual students, especially in preparation for the ELA and performance-based assessments (2 hours total). These assessments directly evaluate students' mastery of Common Core skills, and we the sessions are designed to improve student preparation, teacher assessment/ feedback, and rater reliability. Our lead Guidance Counselor attends Network-sponsored Professional Development regarding translation/ interpretation support and social/ emotional support to students in transition to high school who are ELL's (2 hours per year). She then walks the other counselors through this material at subsequent staff meetings at the school. The Parent Coordinator and Guidance counselors are helped by the lead Counselor and Administrators in being instructed about the admissions process, as well as ongoing support to families of ELL students.

D. Parental Involvement

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

Parents of ELLs participate in twice yearly parent-teacher conferences, in after-school college information nights (4 times for Juniors-seniors), in Parent Association meetings, and in individual meetings with guidance counselors or advisers (on an as-needed basis). We use outside vendors at least once a year to inform parents about opportunities for SAT/ ACT prep classes (Princeton Review and Revolution Prep, among others) and about the college process (various representatives from local universities). We address the needs of our ELL parents on an as-needed basis. The Parent Coordinator sends out a weekly announcement by email to the parents that updates them about the activities in the school. The academic adviser also communicates information specific to the student as issues come up. When appropriate, parents are called in by the adviser and/ or guidance counselor to assist with family issues or to address concerns about our ELL students. We evaluate the needs of parents by monitoring their requests to the Parent Coordinator, academic advisers, and Guidance Counselors; this is done by administrators who receive copies of emails to the PC and Counselors, and by the PC, who then reports directly to administrators. We address the needs of ELL parents by providing Translation and Interpretation services on an as needed basis. Beacon School makes available to families various DOE documents [such as the Discipline Code, School Calendars, etc.] in the home languages. These materials are provided by the Information with regard to home languages is shared with the school community via Parent Association meetings, signs posted in the main office and main hallway, and the Beacon web-site, www.beaconschool.org (an on-line resource available to the Beacon community). We also provide written translation performed by Beacon staff upon request. Translators (Beacon staff) are available during Parent-Teacher conferences, which occur twice a year, and during other parent conferences with guidance or staff. In particular, we provide services in Spanish and Mandarin when needed. Thus far, we have not had specific requests for other languages. Were this to happen, we would employ the translation services provided by the DOE Translation and Interpretation Unit.

E. 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.

We have updated this report based on feedback from the DOE.

Part VI: LAP Assurances

School Name: Beacon School

School DBN: 03M479

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Ruth Lacey | Principal | | 11/30/13 |
| Harry Streep III | Assistant Principal | | 11/30/13 |
| Judy Moore | Parent Coordinator | | 11/30/13 |
| Rachel Ratcliffe | ESL Teacher | | 11/30/13 |
| Nica Lalli | Parent | | 11/30/13 |
| Denise Lee/ French | Teacher/Subject Area | | 11/30/13 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Vivian Molina | Guidance Counselor | | 11/30/13 |
| Nancy Scala | Network Leader | | 11/30/13 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **?** Network: **cn107**

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.

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

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.

2. Currently, there are Beacon High School holds 1,276 students. Below is a breakdown of their home languages. At our public meetings and parent conferences, regardless of home language nearly all of our families request that we use English for communication. Approximately 76 % of Beacon High School students report that their home language is English. The findings are posted on the Beacon web-site, www.beaconschool.org, under the heading "Parent Resources".

| Home Lang. | # | Home Lang. | # | Home Lang. | # | Home Lang. | # |
|------------|---|--------------------|-----|------------|---|---------------|-----|
| Amharic | 1 | Dari/Farsi/Persian | 1 | Kanarese | 0 | Russian | 8 |
| Albanian | 4 | Hindi | 1 | Korean | 2 | Serbo-Croatia | 7 |
| Arabic | 4 | English | 972 | Latvian | 1 | Spanish | 168 |
| Amoy | 1 | French | 13 | Lithuanian | 3 | Slovak | 3 |
| Bambara | 1 | French - Creole | 1 | Mandarin | 2 | Thai | 2 |

| | | | | | | | | | |
|---------------|----|------------|---|--------------------|---|------------|----|---------|-------|
| Bengali | 13 | Fulani | 3 | Nepali | 1 | Tibetan | 1 | | |
| Cantonese | 6 | German | 2 | Pilipino [Tagalog] | 2 | Turkish | 1 | | |
| Chinese - Any | 5 | Hebrew | 2 | Niger-Congo | 3 | Polish | 13 | Unknown | 0 |
| Icelandic | 1 | Hungarian | 1 | Italian | 5 | Portuguese | 5 | | |
| Danish | 1 | Japanese | 5 | Romanian | 3 | TWI | 1 | | |
| Urdu | 5 | Vietnamese | 3 | Vietnamese-Chinese | 1 | Wolof | 3 | Total | 1,276 |

Part B: Strategies and Activities

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

Beacon School makes available to families various DOE documents [such as the Discipline Code, School Calendars, etc.] in the home languages. These materials are provided by the Information with regard to home languages is shared with the school community via Parent Association meetings, signs posted in the main office and main hallway, and the Beacon web-site, www.beaconschool.org (an on-line resource available to the Beacon community). We also provide written translation performed by Beacon staff upon request.

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

Translators (Beacon staff) are available during Parent-Teacher conferences, which occur twice a year, and during other parent conferences with guidance or staff. In particular, we provide services in Spanish and Mandarin when needed. Thus far, we have not had specific requests for other languages. Were this to happen, we would employ the translation services provided by the DOE Translation and Interpretation Unit.

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

- A. At the beginning of each school year, Beacon sends home via students a copy of the Bill of Parent Rights and Responsibilities. This includes information for parents whose primary language is a covered language and who require language assistance services their rights regarding translation and interpretation services. Translated versions of this document are made available in the covered languages through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.
- B. We post signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. These are posted in the main office (room 132) and in the Main Lobby.
- C. Beacon's safety plan specifies that parents in need of language access services should not be prevented from reaching the school's administrative offices solely due to language barriers.
- D. At Beacon, less than 10% of our parents speak a primary language that is neither English nor a covered language.
- E. Beacon refers parents to the Department of Education's website for information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.