



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BEACH CHANNEL HIGH SCHOOL
DBN (i.e. 01M001): 27Q410
Principal: DAVID MORRIS
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Superintendent: DENISE HALLETT
Network Leader: STEVEN CHERNIGOFF

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 27Q410

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	151	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	31	# Music	4	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	65.5%	% Attendance Rate			75.5%
% Free Lunch	69.0%	% Reduced Lunch			5.3%
% Limited English Proficient	13.9%	% Students with Disabilities			19.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			45.8%
% Hispanic or Latino	44.3%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	7.3%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	9.02	# of Assistant Principals			4
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	3.7%	% Teaching Out of Certification			4.6%
% Teaching with Fewer Than 3 Years of Experience	11.1%	Average Teacher Absences			7.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	56.1%	Mathematics Performance at levels 3 & 4			39.5%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			29.5%
6 Year Graduation Rate	56.1%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	No	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
There were many strengths in our 2012-2013, SCEP. It included specific goals for expanding the use of instructional technology, developing common core units in core subjects, involving teachers and supervisors in collaborative inquiry, implementing systems for monitoring student progress, and increasing parent involvement. Each goal included a measureable objective, for example, "expanding use of instructional technology in 75 per cent of classrooms," and providing technical and professional development to help teachers reach this benchmark. The goals were also achievable and included activities and developments that were within reach of the capacity of the school. Each goal was accompanied by a particular result that was expected to have occurred by the end of the school year.			
Describe the areas for improvement in your school's 12-13 SCEP.			
One area for improvement is in the development of common core units and lesson plans in core subjects. Teachers still need training in the common core shifts. Teachers also need to buy into the common core and begin to make changes in their course outlines and lesson plans to reflect the new standards. Continuing professional development and accountability for curriculum and lesson plan products needs to be integrated into goals for next year. Increasing parent involvement in the school is another area that needs to improve. In spite of the school's extensive outreach to parents, there is little or no involvement. Even though most of our students are over 17, it is expected that they would receive support at home which would be reflected in involvement at the school level.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One major barrier to the implementation of the school's 2012-2013 SCEP was super Storm Sandy. The school had to be relocated for two months to Franklyn K. Lane High School. Many students and staff were also relocated because their homes were damaged by the storm. Teachers shared rooms and were dependent on the generosity of the staffs at Lane to make do with what was available to teach. Students and parents were distracted. When the school was relocated back to Beach Channel in January, the challenges still persisted. However, we were able to move quickly to make up time and set about achieving our goals for the year.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
In spite of the challenges, Beach Channel was able to achieve most of its goals. Smart boards, laptops, and desktops were purchased and installed in every classroom. More than 75 per cent of the teachers were involved in the professional development aimed at building teacher expertise in integrating technology into the curriculum. Teachers began working on common core aligned modules using the Literacy Design Collaborative and the Math Design Collaborative frameworks. Two collaborative inquiry teams began work and quickly amassed data and assessments of instructional practices and student work. Support organizations were contracted using grant money to provide professional development as well as help us design systems to monitor student progress. The guidance counselors reached out to every student and parent getting new numbers and addresses for families that were displaced by the storm.			
Were all the goals within your school's 12-13 SCEP accomplished?			
	Yes	X	No
If all the goals were not accomplished, provide an explanation.			
We did not meet our increase in parent involvement goal. The storm and the fact that the school was relocated for two months compounded the situation. 75 per cent of our students are over aged and off track. Parent involvement is very low for this group and has impacted the school as this is now the majority of the population.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			
X	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
One anticipated barrier is the fact that the school will phase out in June 2014. This presents a major challenge in achieving most of the goals. It will be possible to train all of the teachers in the curricular areas to implement technology and to develop common core plans. However, such training is of little use when the teachers are primarily focused on helping students pass the mandated Regents examinations that they have failed numerous times, even with interventions. In spite of our monitoring system for students, we still expect to be challenged by the low numbers of students who attend school or seriously prepare for the Regents examinations that will get them out of high school. With little support at home, the only structure is at school. Lack of parent involvement will continue to be a challenge. This is one major barrier and challenge as parents are not involved in the lives of			

students at school. The only push and main support comes from school. In light of this, it will be a major challenge to get teachers to produce those units and lesson plans, even though they are related to what they are currently teaching. One other challenge is student attendance. Students cannot pass if they are not motivated to attend school.

List the 13-14 student academic achievement targets for the identified sub-groups.

ELL students – 75% passing all Regents and earning a diploma by August 2014.

SPED students – 75% passing all Regents, RCTs or achieving the safety net for a high school diploma by August 2014.

General Education - 75 % passing all Regents and earning a high school diploma by August 2014.

85% of students earning all 44 credits for graduation by August 2014.

Describe how the school leader(s) will communicate with school staff and the community.

The school leaders will communicate to the school staff and the community in the following ways:

- Faculty meeting
- Department meetings
- Common planning time meetings
- Other team meetings
- Parent Newsletter
- Weekly announcements
- Automated telephone calls
- Public address system

Describe your theory of action at the core of your school's SCEP.

- Our theory of action is based on the following premises:
- If we train teachers in the use of digital technology, and show them how to integrate these new skills into their lessons, then students attuned to this way of learning will be motivated and will become more engaged in the curriculum and pass their classes and Regents examinations.
- If teachers and assistant principals work with common core consultants one-on-one, they will develop aligned lessons and curricula that reflect these standards and the shifts brought on by the implementation of the common core.
- If teachers and assistant principals work together to administer, review, and prepare benchmarks aligned to the NYC Performance Assessments, students will benefit from enhanced teaching practices and attention to their individual needs.
- If the guidance counselor, assistant principals, principals, and consultants work together to develop and implement a plan for monitoring student progress and social emotional development, each subgroup of students will benefit and student achievement will improve.
- If the school reaches out to all parents, including those who do not attend monthly meetings or Open School Night or Afternoon, they will be aware of school needs as well as those of the children and there will be a positive impact on achievement for all subgroups of students.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy includes meetings of stakeholders, in groups or one-on-one meetings; meetings with parent and students; assessments of needs and action plan development and implementation; proper allocation of funding; benchmarks for assessing progress and realignment of resources.

List the key elements and other unique characteristics of your school's SCEP.

- The SCEP emphasizes the use of technology in each classroom and teacher training to implement this goal
- The SCEP describes a plan for the development of common core aligned curricula in core subjects with benchmarks for implementation
- The SCEP also outlines the process for implementing the local measures through use of the NYC Performance Assessments. The SCEP describes the work with Classlink in developing and implementing a monitoring system for students and AIS services
- The SCEP outlines a process for keeping parents involved and informed through a monthly newsletter, even though they might not attend school functions.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The school has an experienced principal (30 years with the DOE), and 3 assistant principals assigned (over 20 years each). All secretarial as well as other staff worked in education for over two decades. All of the teachers have been in the system for more than 20 years except one. The school also has sufficient funding to plan and implement the goals outlined in this SCEP. Network support is also adequate with monthly meetings and achievement coach support.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Significant funding should be provided to dramatically expand access to instructional technology in all curricular areas.

Review Type:	JIT November 16-17,	Year:	2010	Page Number:	2	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June, 2014, instructional technology will be integrated into all (100 percent) curricular areas, and all teachers trained in using digital tools in the classroom in preparing students to excel on common core tasks and achieving college readiness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Activity: Train teachers to use digital tools, i.e., Smart Board and Laptops, in improving instruction for ELLs, SPEDs, GE, and Economically Disadvantaged Students
2. Activity: Integrate digital tools into all curricular areas, i.e., math, science, social studies, ELA, art, health
3. Activity: Teachers will develop common-core aligned tasks for students using Smart Boards and laptops
4. Activity: Teachers will use technology to prepare students for college-level work such as research and computer applications

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

1. Consultants from High Schools That Work (HSTW) and TEQ will provide professional development for teachers on technology tools
2. On each visit, consultants from HSTW and Teq will conduct PD sessions, and meet with teachers in one-on-one sessions in providing the training
3. On each visit, the consultant will review each teacher’s modules of lessons and provide feedback
4. Consultants and teachers will assess the college readiness levels of teachers and students in technology

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

1. 100 per cent of the teachers trained in using technology tools in the classroom
2. 100 per cent of teachers will be using digital tools in each subject classrooms, i.e., smart boards and laptops
3. Teachers will develop a monthly module of lessons for each subject area that integrates technology
4. Teachers will have students create 6 college level projects using digital technology

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

1. Consultants will conduct professional development (HSTW -2 days bi-weekly, TEQ, 1 day week) for the entire school year
2. Consultants from HSTW and TEQ will meet with teachers one period each visit in helping teachers develop lessons for the Smart Board and laptops in each curricular area
3. Beginning in September and continuing until June, teachers and consultants will develop lesson modules
4. Teachers will teach and help students develop 6 college-level digital projects during the school year

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

1. HSTW Consultant X 30 sessions, TEQ consultant x 34 sessions
2. HSTW & TEQ consultants meet with teachers each month throughout the school year
3. TEQ and HSTW will review teacher modules and offer feedback
4. Teachers will use a template to develop and teach modules at CPT and CIE committee meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	SIG	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
The lessons observed and the curricula provided were not consistently aligned with the New York State (NYS) Learning Standards. Most lessons were teacher-directed, passive and lacked differentiation.											
Review Type:	JIT		Year:	November 16-17, 2010	Page Number:	2, 16-17	HEDI Rating:	N/A			

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	3.2 Enact curriculum		X	3.3 Units and lesson plans							
X	3.4 Teacher collaboration			3.5 Use of data and action planning							

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June, 2014, 75 per cent of the teaching staff will work during and after school with consultants from <i>Teq</i> and <i>High Schools That Work</i> to develop units and lesson plans that consistently align with the New York State curriculum and the common core state standards.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Activity: Review the curriculum currently used by the teachers in the core subjects											
2. Activity: Identify common core shifts in mathematics and ELA											
3. Activity: Use the Literacy Design Collaborative (LDC) and the Math Design Collaborative (MDC) framework to develop common core units and lesson modules that align with the NYS curriculum											
B. Key personnel and other resources used to implement each strategy/activity											
1. Core subject teachers and supervisors will work with HSTW consultants to review the curriculum											
2. HSTW will provide teachers and supervisors with professional development on common core shifts											
3. HSTW consultants and teachers will meet during the school day in prep periods to write common core aligned LDC and MDC modules and lesson plans											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. 8 core subject teachers will meet during the school day and after school to review the curriculum documents used at the school											
2. Teachers working with supervisors and consultants will focus on approximately 8 shifts, 4 in the Fall and 4 in the Spring											
3. Teachers will develop 8 common core aligned modules for the year, 4 in the Fall and 4 in the Spring											
D. Timeline for implementation and completion including start and end dates											
1. The curriculum review will begin at weekly teacher meetings during common planning time in September and end by December 2013											

2. Identification of common core shifts will begin in September and end in November
 3. Common core curriculum modules will be written in September through June
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common Planning Time meetings, 1 period daily made up of 4 teachers and a supervisor; consultant, meetings twice monthly
 2. Citywide Instructional expectations committee meetings after school – 1 assistant principal, 1 principal, 7 teacher at per session rate, 4 times per month, 2 hours each
 3. Common planning time, 1 period per day; prep periods, 1 period each day, 1 HSTW consultant, twice monthly

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	SIG	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
"The school is using State assessments but there was little evidence of formative and summative assessments other than teacher-made mid and end-of-marking period assessments."							
"The school staff should participate in PD around Acuity to gain further knowledge on the use of formative assessments, summative assessments, progress monitoring and establishing interim benchmarks."							
Review Type:	Joint Intervention Team Review	Year:	2010	Page Number:	p. 7, 8	HEDI Rating:	NA

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June, 2014, 100 percent of teachers will be involved in achieving the local measures set by the School Local Measures committee.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	
<ol style="list-style-type: none"> 1. Activity: Form a School Local Measures committee 2. Activity: Review the needs of the subgroups: ELLs, SWDs, GE, Economically Disadvantaged with regard to assessments 3. Activity: Review and select a local assessment type 4. Activity: Select either growth measure or goal setting measure 5. Activity: Administer assessments, analyze data, develop and implement actions plans 	
B. Key personnel and other resources used to implement each strategy/activity	

1. The principal along with the UFT representative will select the members of the local measures committee
2. The principal, assistant principals and teachers meet to assess the need of the subgroups
3. The committee will review the assessments options and select an assessment type
4. The committee will select the growth or goal setting measure
5. The committee will analyze data, develop and implement action plans; conduct assessments and make adjustments
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The principal and the UFT representative will evaluate the work of the committee throughout the school year
2. The committee reviews the assessment needs of the subgroups by looking at test data and stabling benchmarks
3. The committee will analyze all NYC Performance assessments and make recommendations
4. The committee will analyze the needs of the students and teachers in making the selection
5. After administration of the NYC Performance assessments data for each subgroup will be analyzed and differentiated action plans developed and adjustments made as necessary
D. Timeline for implementation and completion including start and end dates
1. The committee will meet monthly throughout the school year
2. The assessments of subgroups needs will be completed by October 2013
3. The recommendations for the NYC Performance will be completed by October 2013
4. The committee selection will be completed by October 2013
5. The analysis and differentiated action plans will be conducted after each benchmark assessment throughout the year and adjustment made to suit.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No costs associated with this activity
2. No costs associated with this activity
3. No costs associated with this activity
4. No costs associated with this activity
5. No costs associated with this activity

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

There is no formal monitoring of students..." "There is little evidence of progress monitoring for the AIS program." "A formal system should be implemented to monitor ongoing student progress during classes and for credit accumulation."

Review Type:	Joint Intervention Team	Year:	2010	Page Number:	6, 7	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June, 2014, 100 per cent of students will be monitored using a formal system that checks on student progress, social and emotional health, credit accumulation, and preparation for Regents through AIS services.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Activity: Assess the social emotional, and academic needs of all students including ELLs, SPED, GE, and Economically Disadvantaged
 2. Activity: Review the credit accumulation of all students in the school
 3. Activity: Assess the AIS needs of all of the students including disaggregated subgroups
 4. Activity: Develop and implement a comprehensive system for intervention
 5. Activity: Set up AIS Saturday and PM School Program
- B. Key personnel and other resources used to implement each strategy/activity**
1. The guidance counselor, assistant principals, Common Planning Time teachers, and consultant from Classlink will conduct assessments in early Fall and early Spring of each semester.
 2. The guidance counselor, assistant principals, and CPT teachers will review credit accumulation for all students.
 3. The guidance counselor, data specialist, and assistant principals will review Regents passing.
 4. The guidance counselor, data specialist, assistant principals, CPT teachers, and Classlink will meet to develop a MyHighSchool for each student –goals setting progress monitoring.
 5. The guidance counselor, one assistant principal, and 6 subject area teachers will work in the Saturday AIS program
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The assessments will be shared in faculty, department, and CPT meetings with the staff
 2. Credit accumulation will be shared with each teacher and student at the end of each term, Fall and Spring
 3. AIS classes will be assigned based on Regents results for June and August 2013, and January and June 2014.
 4. The guidance counselor and Classlink consultant will meet with each student on MyHighSchool Plan 6-10 times for the school year.
 5. 50 % of the students will attend the AIS Saturday program and 75 per cent will earn at least 65 on Regents
- D. Timeline for implementation and completion including start and end dates**
1. September and February of the 2013-2014 school year
 2. First assessment in September, second assessment in February, and final assessment in June.
 3. Regents results for January and June 2014
 4. 1 meeting with each student, each marking period for a minimum of 6 times per school year.
 5. Regents examinations in January, June, and August 2014 will be used as the benchmarks for implementation and success
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Guidance counselor per session, 4 times per month times 10; Classlink consultant for 22 half days, 3 hours each; teachers and assistant principal per session, 4 times per month for 10 months
 2. Same as above
 3. Same as above
 4. The guidance counselor and Classlink consultant with students and staff before and after school for 22 times during the school year.
 5. Three assistant principal X per session rate for PM school, 108 hours for the school year each; 1 guidance counselor 2 times per week for 108 hours; 7 teachers for Saturday and after school AIS program, 108 hours X 7. Classlink consultant for 22 half day sessions. 1 assistant principal 25% of salary, 1 guidance counselor 25% of salary; 1 F-status school programmer, 3 days per week for school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	SIG	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
"The parents that are involved in the PTA appear active, but the principal reports that only 5 parents attended the last PTA meeting." "Although the school had a functioning PTA, parent involvement was limited." "Strategies to engage parents should be developed such as visits to community centers, athletic and other school events to foster home-school connections and increase parent involvement."											
Review Type:	Joint Intervention Team Review	Year:	2010	Page Number:	5, 7, 16-17	HEDI Rating:	NA				

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	6.2 Welcoming environment	X	6.3 Reciprocal communication								
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families								

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June, 2014, the school will realize a 10 per cent increase in parent involvement in school activities as seen in attendance at PTA and School Leadership Team meetings, Open School Night and Afternoon, and other events for parents and students.											

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups											
1. Activity: Publicize PTA meetings, Leadership Team meetings, Open School Night and Afternoon and all other events using the Parent Newsletter and Mailings											
2. Activity: Conduct special Priority/Focus meetings for parents to inform them about the status of the school											
3. Activity: Have the guidance counselor available for parents available to meet with parents after school hours											
4. Activity: Survey parents about needs and create programs that meet them in terms support for parent involvement in school as well as in the lives of their children											
B. Key personnel and other resources used to implement each strategy/activity											
1. Principal, assistant principals, teachers, PTA officials will meet after school 1 time per month to plan program and outreach activities											
2. Principal, assistant principals will conduct Priority/focus meetings for parents											
3. The guidance counselor will meet with parents of at risk parents after school hours to review student achievement data and graduation progress											
4. The SLT team and the guidance as well as teachers and students will assess the parent involvement needs											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. 100 % of parents will be informed and invited to the meetings											
2. 100 % of parents will be informed of the Priority /Focus Meetings through direct mailing of minutes to each household											
3. 10 % of the at risk parent will attend the one-on-one meetings with the guidance counselor											

4. Needs will be assessed each term, twice per year

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

1. Meetings will be held on the last Monday of each month for the SLT and PTA
2. Two Priority/Focus Meeting per term
3. The guidance counselor will be available 4 days per month after school for 10 months
4. Parent needs assessments will be conducted in the fall and in the spring

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

1. SLT stipends for each team member; refreshments for parents and participants
2. Postage for mailings, paper and ink supplies for the mailings; refreshments for parent participants
3. Guidance counselor per session, 4 x 2hours for 10 months, 25 % of salary paid for by SIG
4. SLT stipends, per session for guidance counselor after school for 4 times each month at 2 hours each, refreshments for parents, supplies for parent functions

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	SIG	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

In the summer of 2013, credit bearing classes were held beyond the regular school day for an additional 3 hours per day for 6 weeks. In addition, AIS Regents classes are offered on Saturdays from 8:30 a.m. to 12:30 p.m. for all students (100 per cent) needing to pass Algebra (67); ELA (85); US History (98); Global History (96); and Living Environment (52) throughout the 2013-2014 school year. PM School is offered Tuesdays, Wednesdays, and Thursdays of each week for 1.5 hours for the entire school year.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **Strategies include but are not limited to:**

- i. **Traditional review of past N.Y. State Regents' Exams in all subjects – direct instruction;**
- ii. **Castle Learning, a web-based program (use of technology) that provides classroom instructional support through online review, assessment, and data reporting;**
- iii. **Teacher created assessments using Regents and curriculum-aligned questions;**
- iv. **Mastery learning using pre-tests and post-tests to show growth, areas of need**
- v. **Differentiated instruction based on student assessment data.**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **The program will use one supervisor and 5 subject area teachers for algebra, living environment, ELA, U.S History and Global History.**

- i. **Direct instruction: one licensed teacher for each regents course will be hired to teach each class.**
- ii. **Castle Learning: provide laptops to each student who will access our already purchased Castle Learning program for Regents review.**
- iii. **Assessments: teachers will access and send to student assessments using the Castle Learning Regents-based questions.**
- iv. **Mastery learning: teachers will use pre and post assessments to track student progress toward mastery**
- v. **Differentiated Instruction: teachers will use assessment data to identify student needs, interest, and learning profile to differentiate content, process, product, and learning environment for each student in each subject.**

C. Identify the target population to be served by the ELT program.

1. **Students who have not passed any of the 5 mandated Regents to earn a high school diploma. Special emphasis on ELLS and SPED students who are not making progress.**
 - i. **ELLs, SPEDs, and general education students needing one or more Regents**
 - ii. **Same as above**
 - iii. **Same as above**
 - iv. **Same as above**
 - v. **Same as above**

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy		Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded	SIG	Grants		In Kind		

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

N/A

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

N/A

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

N/A

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The ELT program will include several enrichment opportunities for students that directly connect to the curriculum. Students will visit the Queens Hall of Science and the Museum of Natural History to reinforce what they are learning in their science classes in preparing them for the Living Environment Regents. They will also visit the Brooklyn Museum, the Metropolitan Museum of Art, the Whitney Museum, the Schomburgh Library and well as other places of interest in NYC that directly connect to the state curriculum in US history and Global History. Teachers will prepare students for these trips by visiting the museums prior to the trip and developing curriculum materials that will support student learning of relevant material. This work is important primarily to ELL students who need to develop prior knowledge of movements and events in US History.

Use of technology in the form of laptops will help students develop the necessary research skills in preparing for the exams. Students will be given the opportunity to write extensive reports in developing writing skills necessary to pass the exams.

The guidance counselor will meet with students regularly to inform them of their individual academic progress while monitoring (and intervening when necessary) in their social and emotional growth. The counselor will be required to discuss student performance, potential and progress toward passing Regents Exams and fulfilling graduation requirements. The counselor as well and common planning time teacher staff will conduct case conferences with individual students to assess needs. Once determined, the counselor will develop a plan of intervention that might include more frequent progress conferences, meetings with parents, extra remediation beyond the ELT program.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The program will include:

- i. Weekly Saturday classes for 4 hours
- ii. 4 trips per month to places of interest that directly connect to the curriculum
- iii. Use of on line resources using school laptops
- iv. One-on-one instruction and guidance support
- v. Pre-tests and post-tests with instantaneous feedback
- vi. Progress monitoring and use of RTI (Response to Intervention strategies)

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Utilize ELT for targeted intervention such as a homework clinic and writing for Regents. A shared planning meeting, between the a.m. and p.m. teachers, can be adopted so that teachers can share best practices.

Identify and purchase professional resources from CLASSLINK for teacher's use.

D. Are the additional hours mandatory or voluntary?		Mandatory	X	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

All parents were informed via letter from the principal of the program. Automatic telephone calls were also made. The guidance counselor also visited each class to inform students. Attendance will be taken for each class and outreach done for each absent student. This will also include one-on-one meetings with the guidance counselor or administrator.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The STARS program will be used to identify all students needing to pass any of the 5 mandated Regents. The guidance counselor will meet with each student individually in designing a schedule and a program that will meet student needs. The counselor will also have access to the assessment results and work with the teachers to develop supports.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

The impact of the ELT program will be assessed through attendance figures, progress on the BCHS benchmark examinations, as well as the number of students passing or making progress on the Regents examination in January and June of 2014.

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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	On line resource for Regents preparation: Castle Learning	Small group and one-on-one	During 9 and 10 periods, Tuesday-Thursday Saturdays, 8:30-12:30 pm
Mathematics	Same as above	Small group and one-on-one	During 9 and 10 periods, Tuesday-Thursday Saturdays, 8:30-12:30 pm
Science	Same as above	Small group and one-on-one	During 9 and 10 periods, Tuesday-Thursday Saturdays, 8:30-12:30 pm
Social Studies	Same as above	Small group and one-on-one	During 9 and 10 periods, Tuesday-Thursday Saturdays, 8:30-12:30 pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One guidance counselor and two social workers will be available to meet with students to provide direct services. Services include progress monitoring and goal setting.	Small group and one-on-one	During 9 and 10 periods, Tuesday-Thursday Saturdays, 8:30-12:30 pm

**Title I Information Page (TIP)
For School 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.
All teachers at Beach Channel High School are highly qualified and having been teaching in the same license for more than 20 years.

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).
Beach Channel continues to use Title I and SIG funding to maintain teacher skills through professional development. Currently, teachers are receiving training from HSTW in the Literacy Design Collaborative (LDC) and the Math Design Collaborative frameworks (common core aligned), as well as integrating technology into the curriculum, More specifically, use of the Smart Board in the classroom from Teq. Both organizations provide on-site coaches who work one-on-one with teachers in their classrooms and during preparation periods. The emphasis has been on implementing the common core state standards and college readiness. The achievement and talent coaches from the network also provide support in the common core and the new teacher evaluation system.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are set aside to address the needs of students in temporary housing. These funds are used to purchase necessary school supplies for students in need.

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.).
N/A

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.
Teachers are involved in the Citywide Expectations Implementation Committee. This committee has been involved in the use and selection of the multiple assessments measures and selecting the professional development offered to staff. The committee completed a survey on the types of professional development needed at the school. Student achievement data and current assessments were also analyzed in the decision making process.

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).

Beach Channel High School

Parent Involvement Policy

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
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 27	Borough Queens	School Number 410
School Name Beach Channel High 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 David Morris	Assistant Principal Lavern Eady
Coach N/A	Coach N/A
ESL Teacher Evceniya Ponomarova	Guidance Counselor Gertrudis Hernandez
Teacher/Subject Area Marjorie Damashek Levine	Parent Doreen Mercado
Teacher/Subject Area Patricia Halloran	Parent Coordinator N/A
Related Service Provider Trina Edwards	Other N/A
Network Leader(Only if working with the LAP team) Steven Chernigoff	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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	0	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)	151	Total number of ELLs	21	ELLs as share of total student population (%)	13.91%
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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
SELECT ONE										1	3	5	12	21
Total	0	0	0	0	0	0	0	0	0	1	3	5	12	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	11	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	8

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
Dual Language										0
ESL	21	2	0	15	9	0	8	6	0	44
Total	21	2	0	15	9	0	8	6	0	44

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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										1	3	5	9	18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	1	3	5	11	20

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)										1	1	0	1	3

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	2	4	8	14
Advanced (A)										0	0	1	1	2
Total	0	0	0	0	0	0	0	0	0	1	3	5	10	19

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

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	18		3	
Integrated Algebra	18			7
Geometry	1			0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	18			3
Chemistry	0	0	0	0
Earth Science	6			3
Living Environment	18			3
Physics	0			
Global History and Geography		18		5
US History and Government		18		1
Foreign Language		0		0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
The school used several tools to assess the early literacy skills of the ELLs a) The NYC ELA Performance assessment b) The Literacy Skills Assessment
The data from these assessments was disaggregated and we found that our ELLs were most deficient in reading. In terms of common core development, our students lacked skills in developing claims and counter claims in writing various type of essays that they will encounter on Regents examinations.
This data was used to develop the instructional focus for the school, i.e., reading closely, forming a position, explaining a claim and counter claim, and supporting or refuting claims with textual evidence.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Student achievement is static in terms of students attaining proficiency. Attendance is an issue as almost half of the students did not take the test. Students continue to struggle with listening and speaking, reading and writing.
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 [AMAQ tool](#))
Students need small classes so that the teacher can do one-on-one work with individual students. This year we have all small classes. We have also added lots of print materials. The teacher is currently receiving training after school in reading strategies that can be applied to helping students read English.
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?

a. Only 11 students have gained proficiency in one of the modalities. Some of these students are counted twice. However, the overall picture shows lack of progress on the part of the students. Use of native language exams for the Regents helps but it has not seen an improvement in outcomes. The students lack the content knowledge as well as the language skills to achieve on the examinations.

b. The school is not using the periodic assessments.

c. N/A
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use the NY State Report Card and the Progress Report to evaluate the success of our programs.

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](#).)
 1. Potential ELL students entering Beach Channel High School will first be admitted by the pupil accounting secretary who will then notify the ESL coordinator of their presence. The ESL coordinator/teacher will administer the Home Language Identification Survey (HLIS). The responses to the questions on the survey are reviewed and then the LAB-R is used as a formal initial assessment to identify potential ELLs within the first 10 days of admittance. The person who conducts these assessments is a fully certified ESL teacher who is fluent in English and Russian. However, native language support is also provided by our guidance counselor who is fluent in Spanish. This person also translates all necessary documents for us that parents would need. Most students who enter speak Spanish and the guidance counselor administers the Spanish lab to this group. Our guidance counselor is a native speaker of Spanish and is also a certified foreign language teacher.
All of the ELLs in the school are also scheduled for the NYSELAT in the Spring semester.
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.

To make sure that parents understand the three program choices, (Transitional Bilingual, Dual Language, Freestanding ESL) the following plans have been put in place. After registering the child the parents/guardians are invited to visit the guidance counselor coordinator to view the video on the options. The persons responsible for describing the three choices is Gertrudis Hernandez, guidance counselor, Evceniya Ponomarova, ESL teacher, Karen O'Connell, pupil accounting secretary. Parents who previously chose a TBE or DL program are informed of the options at Beach Channel High School via mailing and telephone calls from the guidance counselor or ESL teachers. The parents are presented with other alternatives that are available in getting the program of their choice.
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](#)].)

Parental choice are given out by the ESL teacher and guidance counselor and also mailed to the home. This occurs within the first week of registration. Entitlement letters, the Parent Surveys, and Program Selection Forms are returned to the school by parents or students. Outreach is made to families by the ESL coordinator, guidance counselor, and assistant principal for students who have not returned the completed materials.

The RLAT is used to identify NYSELAT eligibility. The entitlement letters that are returned first go to the guidance counselor who reviews them with the ESL teacher. These records are then stored with the pupil accounting files at the school.
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.

The entitlement letters are distributed at the beginning of the school year by the ESL teacher, guidance counselor, and also the pupil accounting secretary. They are mailed as well as backpacked home by students. All letter records are stored by the pupil accounting secretary after review by the guidance counselor and ESL teacher. Any documents that need to be translated are either sent to the translation unit or are done by the native Spanish speaking guidance counselor who is also a foreign language teacher. The program is advertised in several languages. All three programs are described for parents in the literature.
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.

All students are tested in the spring term. Letters are sent to students and the time for testing is communicated to all parents and student by the ESL teacher.
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. 

Many parents of our students believe that ESL provides a better opportunity for the children to speak English quickly. The school has tried to meet this demand by enrolling all students in our freestanding ESL program.

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])?
 - a) All students receive instruction in a self-contained program.
 - b) All students are instructed in a homogeneous ESL self-contained class based on proficiency on the NYSELAT and also through teacher observations of student progress.
2. 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)?

The students are programmed for ESL classes based on their NYSELAT proficiency levels. Students at the beginning level are programmed for 3 periods, intermediate, 2 periods, and advanced, 1 period per day. Students who have showed progress in language acquisition are programmed with their group with fewer periods. This helps to maintain self-esteem and ensures progress to a higher level of proficiency.
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.

All instruction in content areas and ESL classes is delivered in English with NL support. NL support is provided with translation dictionaries, glossaries, NL libraries, translation materials, and peer collaboration. During the Regents the students are provided upon the request with both, English and NL version of the exam. All assessment should be in two languages from day one. Students are taught the skills of using both language exams and translation dictionaries in the classroom prior to the Regents. Common core learning standards are integrated in all lessons. The school's instructional focus this year is common core aligned in all classrooms. It is reading closely, forming a position, explaining a claim and counter claim, and supporting or refuting claims with textual evidence. All teachers including the ESL teacher have received extensive training in common core including the instructional shifts.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All ELLs taking the Regents examinations in all subjects except English are given access to the NL version. We make sure that copies are ordered for the January, June, and August Regents.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher conducts 2 assessments in the four modalities of English acquisition throughout the year. The data is disaggregated and used to differentiate instruction.
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. SIFE are students with a minimum 2-year gap in their formal education. SIFE students typically read and write below their grade level. To address the academic needs of these students, we offer one-on-one extra help in an after school program in each content area. It is also important to recognize the socio-cultural needs of SIFE. Some of these students have never been in academic settings, and those arriving from other cultures, struggle the hardest to get acclimated to their new environment. Our guidance counselors work hand in hand with teachers and other school personnel to get to know these students and their families to be able to serve them and help them flourish.

b. Newcomers (students who have entered the US school system 0-3 year ago) comprise a small subgroup of our ELL population. However, this group is not homogeneous, since it includes students functioning on their grade level, as well as SIFE, SE, and gifted students. Research indicates that strong NL skills transfer into strong English language skills, therefore students with strong academic and language background acquire English faster and generally do better in the academic settings than SIFE and SE students. Therefore, it's important to know your students and differentiate instruction accordingly. AIS is offered to SIFE, and SPED students before school and after school 3 days per week in different content areas. Paste response to questions here:

c. Our goal for potential long-term ELLs (4-6) years is to accelerate their language and academic progress and target their specific needs. They are entitled to extension of services through the BESIS. These students have access to after school tutoring before school and after school. These services are provided by an ESL teacher in a one-on-one setting.

d. These students often have other special needs, therefore it's important to identify and target them. AIS is offered to them in our extended day program. These students have also struggled with Regents examinations.

e. Collaboration between the ESL, SE, and grade-level content area teachers is important to provide appropriate instruction for these students. SE students participate in the grade-level program along with their peers. Consistency plays an important role for students with learning or behavioral disability while learning English. IEPs for ESL students should specify issues regarding language of instruction. A language specialist and a translator should be present if the parent of SE ELL does not speak English.

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?
Grade level teachers of ELL-SWDs use the following:

Differentiated instruction
 Pair share
 Cooperative learning
 Scaffolding
 Smart Board and use of laptops - on line learning
 Tiered instruction
 Leveled readers
 Books on tape
 Glossaries
 Dictionaries

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?
 All ELLs-SWDs are programmed for general education classes outside of their mandated course of study. Students are integrated into art, music, physical education, and core academic classes as much as the LRE committee determines.

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
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

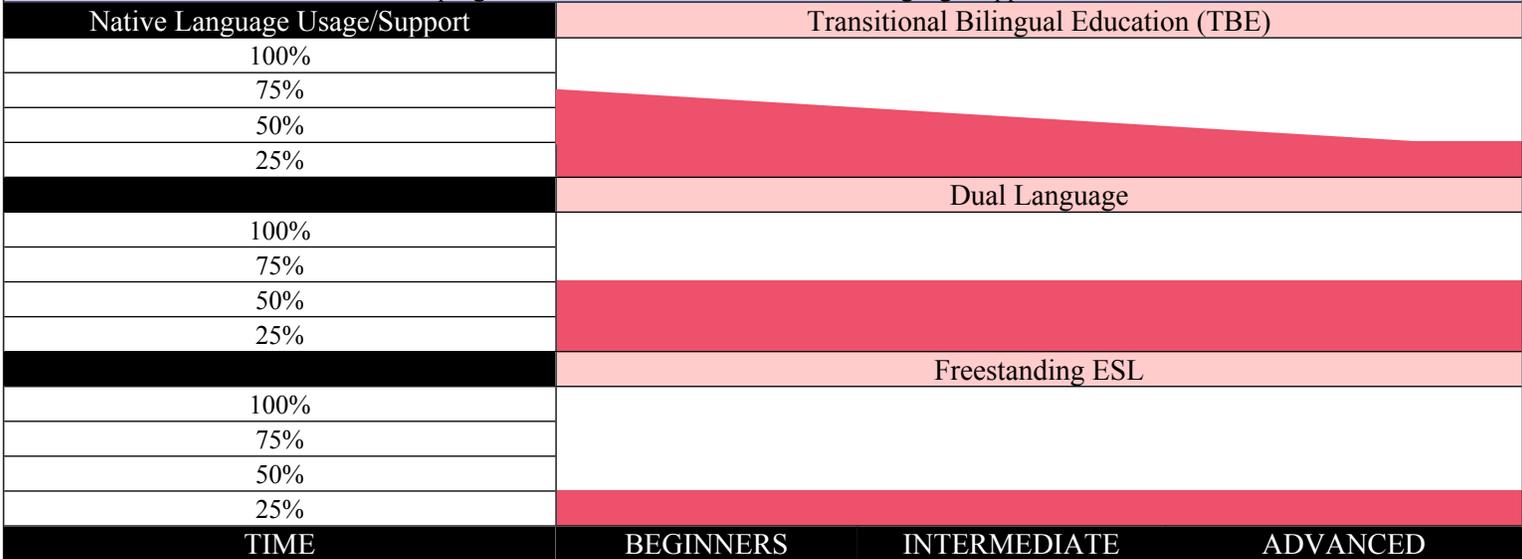
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

We have created Regents preparation courses, a Homework Helpers Program, as well as provided dictionaries, glossaries, use of materials in NL, extended time on exams, peer collaboration, among other interventions. Listed below are some ESL strategies used in the content areas:

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

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

The current program has been effective in helping students accumulate credits, complete core courses, and develop English language skills. However, the program is deficient in helping students develop the skills to pass the 5 Regents examinations. Students have made progress in science and math, but the exams with lot of reading, i.e. ELA, Global History, and US history are challenging. Former ELLs receive testing accommodations and continuous support in their content area and ELA classes.

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

New programs include Homework helpers, extra classes after school in content areas, and Regents preparation. All ELLs are enrolled in the Small Learning Communities and have access to specialty classes and enrichment opportunities, and sports activities.

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

No programs or services will be discontinued.

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

ELLs have access to all programs. They participate in sports, homecoming, school trips, and student councils. ELLs are also active in after school programs including our SIG funded Extended Day program and our Priority/Focus Regents preparation and enrichment program.

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

All ELLs are provided with standard bearing grade-level instruction and materials. In ESL classes we use Milestones as a textbook. It's aligned with the standards and provides rigorous linguistic support including reading selections and academic language from different content areas, explicit English language instruction in grammar, vocabulary, and usage, listening materials, independent practice DVD, and graphic readers. The textbook is being supplemented with a wide range of reading material, both fictional and non-fictional. QTEL strategies are used to scaffold the reading comprehension and enhance learning experience. We have been introducing computers and smart Boards into the classroom so that teachers could differentiate for content, process, and product in classroom instruction. One of the ESL teachers is also enrolled in the Title IID program which trains teachers in integrating technology into the classroom.

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

Native language support is given through use of glossaries, dictionaries, and use of technology through the Internet. All ELLs are provided with standard bearing grade-level instruction and materials. In ESL classes we use Milestones as a textbook. It's aligned with the standards and provides rigorous linguistic support including reading selections and academic language from different content areas, explicit English language instruction in grammar, vocabulary, and usage, listening materials, independent

practice DVD, and graphic readers. The textbook is being supplemented with a wide range of reading material, both fictional and non-fictional. QTEL strategies are used to scaffold the reading comprehension and enhance learning experience. We have been introducing computers into the classroom so that teachers could differentiate for content, process, and product in classroom instruction. The ESL teacher was trained in the Title IID program to integrate technology into the classroom. All instruction is delivered in English with the NL support. Engaging and grade-appropriate resources and materials are provided.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All support services and resources correspond to the ELL's ages and grade levels. These services match or exceed what is provided to general education students.
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.
We do not have any newly enrolled ELLs.
18. What language electives are offered to ELLs?
Students take Spanish only.
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)?

Paste response to questions here:

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.
 1. The professional plan for ELL personnel this year will include the following:
Literacy Design Collaborative (Common Core Aligned) and the Math Design Collaborative workshops from a consultant from High Schools That Work. The LDC framework uses common core templates for reading and writing tasks. The teacher will also receive one-on-one support in creating common core aligned lessons from a consultant from Teq.
 2. The teachers of ELLs in core subjects will also be part of the professional development program with HSTW and Teq.
 3. We are a phase out school and do not have any students transitioning to high school.
 4. The 7.5 hours of ELL training is integrated in our weekly school improvement committee meetings as well as faculty, and department meetings. Half of the teachers in the school serve on the LAP committee. Records of the meetings are maintained in the yearly professional development binder schedule.

Paste response to questions here:

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?
 1. ELL parental involvement at the school is very low. We send out a newsletter in English and Spanish. ELL parents also receive our telephone messages.
 2. ELL parents have access to our CBO, Counseling in Schools. A social worker is assigned to make outreach to parents and students.
 3. The needs of parents are assessed through contacts with the guidance counselor. All of our students except two are Spanish speaking. Our guidance counselor is fluent in Spanish and she communicates with parents frequently about their needs and those of the students.
 4. Parents are invited to all of our activities. Parents have accompanied their children on school trips. Parents also attend all functions including their children including awards ceremonies and sports activities. Parents want to see their children succeed and there are part of all celebrations.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Beach Channel High School

School DBN: 27Q410

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Morris	Principal		1/1/01
Lavern Eady	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Evceniya Ponomarova	ESL Teacher		1/1/01
Doreen Mercado	Parent		1/1/01
Keith Lawrence	Teacher/Subject Area		1/1/01
Marjorie Damashek Levine	Teacher/Subject Area		1/1/01
Deressa Tobin Davis	Coach		1/1/01
Patricia Hernandez	Coach		1/1/01
Gertrudis Hernandez	Guidance Counselor		1/1/01
Steven Chernigoff	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **6** Network: **610**

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.

We used the following procedures to assess our school's written translation and oral interpretation needs:
Survey of students in ESL classes who have parents who speak limited English
Survey of students in other classes

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.

We found that less than 10 per cent of parents do not speak English. 99 per cent of these parents speak Spanish. These finding are reported to the SLT and PTA as well as the general staff. The two officials in the PTA are fluent in Spanish and were able to communicate with the community. Our only guidance counselor is also Spanish speak and communicates with parent in English and Spanish.

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.

The school will continue to use our Spanish speaking guidance counselor as our primary translator. She is used as the first resource for parents who come to the school wishing to use a translator. All translation and interpretation services will be provided in-house. Our messaging system sends out notices in English as well as Spanish.

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.

Oral translation will be provided by our Spanish speaking guidance counselor who knows all of the students and parents as we only have one counselor.

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

The school will use the messaging system to send notices out in English and Spanish. Our guidance Spanish speaking guidance counselor will provide all oral translation in interaction with parents as well as transcribe any documents that need to be sent to the homes.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Program:

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

Rationale:

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

Subgroups and grade levels of students to be served:

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

Schedule and duration:

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

Language of Instruction: English

and Types of Certified Teachers:

2 teachers, 1 ESL, 1 Social Studies

Types of Materials:

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here:

Program:

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

Rationale:

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

Teachers to receive training:

1 ESL teacher and 1 social studies teacher

Schedule and duration:

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

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

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

Topics covered:

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

Part C: Professional Development

Name of Provider:

Tequipment

7 Norden Lane

Huntington Station NY 11746

Part D: Parental Engagement Activities

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

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

Begin description here:

Program:

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

Rationale:

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

Schedule and Duration:

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

Topics to be Covered:

Part D: Parental Engagement Activities

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

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

Parent Notification

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

Part E: Budget

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

Allocation Amount: \$11200

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