



Office of Innovative School Models
 Persistently Lowest Achieving (PLA) Schools
 School Improvement Grant (SIG)

Progress Review Report — 2011-2012

School:	Beach Channel High School	School District:	Community School District (CSD) 27
Date of Site Visit:	March 6, 2012	Team Member(s)	Kalimah Geter and Major Capers

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Grade Configuration: 9 to 12

Total Enrollment: 704

PLA identification: Graduation Rate

Identified subgroups: All Students

Intervention model:

Turnaround model - The school will phase-out over the next two years. The school is expected to close by June 2014.

School's community-based organization (CBO), Partnership support organization (PSO) partner(s) and major vendors:

1.	Counseling in Schools	6.	Achieve 3000
2.	Children's First Transition Support Network 610	7.	Rockaway Development and Revitalization Cooperation
3.	21st Century Grant	8.	Southern Regional Education Board (SREB)
4.	Big Brother/Big Sister Program	9.	The Center for Applied Linguistics
5.	Relationship and Abuse Prevention Program (RAPP)	10.	Novanet

STAFFING	
Organization and Structure	<ul style="list-style-type: none"> • The school has seven administrators which includes the principal and six assistant principals and is organized into specialized areas such as Humanities, Instructional Support Services and Science, Technology, Engineering and Math (STEM). • The school has revised its daily schedule to increase math and English language arts (ELA) to two periods each per day.
Teacher Evaluation	<ul style="list-style-type: none"> • At the time of the NYSED site visit, the principal had completed fifteen teacher observations including formal and snap-shot observations. • The school uses the Marzano and Charlotte Danielson Framework (Danielson Framework) tools for teacher evaluations. • Veteran teachers are scheduled to have a minimum of two formal observations each school year and newer teachers will have up to four observations each school year.

PLANNING	
Student Enrollment	<ul style="list-style-type: none"> • At the time of the NYSED site visit, the average daily attendance rate was 67.4 percent and remained an area of concern. • Potential long-term absentees were at 78 students at the time of the NYSED site visit. • Intervention programs and services for students and families with attendance issues include home visits, letters to parents, phone calls, parent conferences, contacting the Administration of Children Services when necessary, guidance counselor sessions and teacher outreach services. • During the 2010-11 school year, the school's graduation rate was 52 percent, well below the citywide average of 63 percent. • The school has guidance counselors and an inquiry team to review and provide interventions regarding student attendance, suspensions, enrollments, incidents, and graduation credit accumulation. • The school offers a credit recovery program during after school hours three days a week from 2:30 p.m. to 3:30 p.m. • Every Monday the school provides Academic Intervention Services (AIS) for all Regents exam subjects from 2:30 p.m. to 3:30 p.m. • The school has subscribed to <i>Novanet</i> an online program to support students who need remediation to recover credits.
Student Performance/Outcomes	<ul style="list-style-type: none"> • Students were selected to participate in intervention programs based on identification of students who have 407 plans; students who have remained on the weekly chronic absentee reports; and students who had their programs modified based on academic need. • Outcomes of interventions are measured through families participating in the Family Assistance Program. This is part of the Queens Court system. The school also refers students to alternative programs such as General Equivalency Diploma (GED), Young Adult Borough Center (YABC), or transfer Schools.

Teacher Attendance	<ul style="list-style-type: none"> The teacher attendance rate was 98.3 percent at the time of the NYSED site visit and is not considered an issue by school administrators.
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PROFESSIONAL DEVELOPMENT (PD)	
Professional Development	<ul style="list-style-type: none"> Teachers have been provided with a range of professional development (PD) opportunities from the Children’s First Transition Support Network 610 (the network) as well as outside providers. The following lists several PD sessions provided: <ul style="list-style-type: none"> Using the Common Core Learning Standards (CCLS) and the Danielson Framework to improve student outcomes – UFT Teacher Center and the network. Using technology to engage students in achieving curricular and instructional goals. Six steps to success: planning and achieving your improvement goals, facilitated by Southern Regional Education Board (SREB). Quality Teaching: Motivating Students through Improved Instruction across the Curriculum by SREB. Training on the <i>Novanet</i> courseware – Pearson Smartboard certification and coaching- TEQ “How to” tips on using whiteboards; Using technology to enhance teaching and learning; Reaching struggling adolescent readers; Reading for understanding in the content areas; Differentiating instruction – Houghton Mifflin Harcourt. Using data tools to plan for instruction, improve passing percentages, credit accumulation and graduation rates. Class link will provide PD services for staff on working with at risk students. Office of Accountability providing additional training in the use of Achievement Reporting and Innovation System (ARIS) data tools and Acuity assessment program. Professional development staff attendance records were made available for the NYSED Site Visit Team to review during the site visit. School leaders have established a PD calendar for the school year. Professional Development topics were selected after a survey was completed on staff needs as well as those identified in last year’s Quality Review and Joint Intervention Team review. Teachers reported PD is very organized. Professional development is being planned for English language learners (ELL), in June 2012, by the Institute for Applied Linguistics. The network provided a list of PD activities they provided to the school for the year. This includes a transition fair, guidance and academic policy, school safety and incidents, career advancement for professionals in phase-out school, and instructional support for special education providers. Kaplan educational consultants will provide teachers with job embedded training in math, English, life science, global and American history. School administrators reported teacher surveys helped create the

	<p>PD topics for the 2011-12 school year.</p> <ul style="list-style-type: none"> • The school improvement committee meets every Tuesday. The committee includes the principal and nine teachers. • The school holds “lunch and learns” to provide PD four or more days per month. • Teachers have attended data training and participate in data team meetings on Tuesday and Thursday of each week.
Instruction and Support	<ul style="list-style-type: none"> • Teachers receive support in the following ways: <ul style="list-style-type: none"> ○ Observations and feedback from assistant principals and the principal ○ Snapshots and support from an instructional specialist from the network ○ On-site UFT Teacher Center support. ○ Off-site PD from <i>High Schools That Work</i> ○ On-site PD and coaching from Pearson, Houghton Mifflin, Harcourt and TEQ Smart • The school has focused on training teachers to differentiate instruction by integrating technology into the curriculum. • The school has invested in smartboards and teachers receive on-going training to use them in the classroom. • The school has also purchased on-line learning products such as <i>Novanet</i> and <i>Achieve 3000</i>. Both give students the opportunity to work independently and at school on course work needed for graduation. • Laptops have been purchased for students to access the curriculum in multiple ways that facilitate learning. School administrators reported the consistent investment in technology training is already beginning to make a difference for many students. • Teachers are supported in common planning sessions where they share ideas and analyze student achievement data. • Teachers were observed using a structured approach to teaching where students were provided an opening Do Now and Aim. Students were being encouraged to work in small groups and to provide feedback to the whole class.
Monitoring and Analysis	<ul style="list-style-type: none"> • The PD is monitored and analyzed by the principal, assistant principals, the network instructional specialists, the UFT Teacher Center, and the school improvement committee. • School leaders monitor PD implementation through frequent cycles of observation and feedback. • According to the principal, there is a challenge regarding teachers who participate in PD sessions, but do not use the content in their classrooms.

DATA ANALYSIS	
Data that Informs Instruction	<ul style="list-style-type: none"> • The school uses ARIS, Automate the Schools (ATS), Standardized Testing and Reporting System (STARS), and the network data tool to collect and analyze student data. • The school employs a data specialist that facilitates the data collection and supports teachers in retrieving specific types of student data.
Data & Student Achievement	<ul style="list-style-type: none"> • Teachers use data to identify students who need Academic Intervention Services (AIS).

	<ul style="list-style-type: none"> • During common planning session, teachers look at transcripts and Regents exam reports and analyze student needs. • Teachers use ARIS data to plan classroom instruction.
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CURRICULUM AND TEACHING	
Learning Time	<ul style="list-style-type: none"> • The school day starts at 7:25 a.m. and ends at 2:57p.m. This schedule was in place prior to the 2011-12 school year. • Teachers participate in common planning time (CPT) five periods per week.
Mapped & Paced Curriculum	<ul style="list-style-type: none"> • Reading standards for informational text is being rolled out this year. • The curriculum has been revised to incorporate the CCLS in ELA and math. • Houghton Mifflin and Harcourt materials are used to implement the ELA and math curricula. Teachers also use these materials to write curriculum in ELA with network support.
Instructional Programming Linked to Student Needs Assessment	<ul style="list-style-type: none"> • Inquiry teams conducted an item analysis on the Regents exams as well as classroom work to determine students who are not adequately prepared. • The school has a decoding teacher who is working with students to improve their decoding skills, word comprehension and reading and writing strategies using the internet. • The principal, assistant principals, and teachers have made decisions on the instructional changes.
Effective Teaching Practices	<ul style="list-style-type: none"> • Observable evidence was made available showing academic rigor, relevance, pacing, and alignment of CCLS and student engagement. • Teacher course outlines, classroom observations and student achievement are used to determine effective teaching practices. • The principal, assistant principal, SREB and the network are working with the teachers to improve teaching practice. • The school leader reported teachers are demonstrating knowledge of content and pedagogy, establishing a culture of learning, working to manage student behavior, using questioning techniques, engaging students in conversations, using data, assessments and participating in professional learning communities. • Teachers were observed making instruction culturally relevant to students. • Kaplan consultants work with teachers to increase academic rigor, develop lesson plans, create writing strategies, improve use of CCLS in daily lessons, analyze student data and develop curriculum maps. • Columbia University Teachers College has provided job embedded training in ELA, writing, comprehension and mini lessons to support student writing.
ELL/SWD	<ul style="list-style-type: none"> • The school has an instructional support team which provides support to the English language learners (ELL) and Students with Disabilities (SWD). • Teachers are using Achieve 3000 (up to 300 licenses), an online reading/writing program, to provide support to ELLs, special education and general education students.

	<ul style="list-style-type: none"> • The Center for Applied Linguistics will provide additional training in June 2012 for both ESL and general education teachers. • The network will provide workshops to SWD and English as a second language (ESL) teachers in differentiated instruction, effective teaching practices for collaborative teaching, scheduling and developing lesson plans to engage the SWD/ELL students.
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STUDENT SUPPORT	
Additional Social/Emotional Support	<ul style="list-style-type: none"> • Students are participating in AIS in math and ELA, PM and Saturday school and the 21st Century Clubs. • Students are receiving additional support from guidance counselors, teacher advisors, social workers and school psychologists. • Teachers meet to discuss student academic and social needs on a regular basis. • Training has taken place in the Response to Intervention (RTI) methods but has only been implemented in a limited number of special education classes.
Counseling	<ul style="list-style-type: none"> • Student support services provides students with additional social support, such are education/career counseling, college office, college club, drug/alcohol counseling, the Relationship Abuse Prevention Program (RAPP), school psychologist and mental health professionals, attendance, credit recovery and a full after school and Saturday school program. • Students reported that guidance counselors are very supportive and have provided transitional information on an array of services such as the school of cooperative technical education which is a free program providing students with up to four technical and trade vocational courses per semester and up to seven total credits toward graduation.
Enrichment Opportunities	<ul style="list-style-type: none"> • Students reported they participate in college orientations, college and career fairs and college visits. • The school has a student council which meets to discuss school issues. • Students participate in leadership development, student government and transitional services. • Students have opportunities to enroll in other activities (e.g., AP courses, college courses/early college programs, clubs, sports, etc.). • The school offers student clubs through the 21st Century Grant. Clubs include a sewing club and a club that created a school store. • The school has conducted college fairs in the fall and spring of each school year. • City University of NY (CUNY) representatives have come to the school and conducted college workshops regarding the application process and financial aid. • The school offers a Scholastic Aptitude Test (SAT) examination preparation course conducted by Kaplan. • Students participate in community service activities in elementary schools by providing mentoring.

SCHOOL LEADERSHIP	
Effective Leadership and Principal Evaluation	<ul style="list-style-type: none"> • The principal reported he will be formally evaluated at the end of the 2011-12 school year. • According to the principal, there is no formal mentoring program for principals with one or more years of principal experience. • School leaders have not identified a list of approved assessments linked to teacher and principal performance. • The principal has received feedback from support and supervisory staff and incorporated the ideas into the school's improvement efforts.
Leadership Development	<ul style="list-style-type: none"> • According to the principal and assistant principals, administrators have participated in the following PD opportunities: <ul style="list-style-type: none"> ○ Teachscape/Walkthrough Tool ○ Danielson Framework ○ CCLS Implementation ○ Academic Policy ○ Technology Instruction ○ Rules and regulations
School Improvement Manager/External Providers	<ul style="list-style-type: none"> • During the NYSED site visit, the School Improvement Manager (SIM) was present; however, no clear information was provided regarding the collaboration between the SIM and the school leadership. • The principal reported it was his first time meeting the SIM during the NYSED site visit.
Building Level Leadership Team	<ul style="list-style-type: none"> • Information regarding how often the building leadership team meets to evaluate the progress of the SIG was not provided during the NYSED site visit.

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment Conducive to Learning	<ul style="list-style-type: none"> • At the time of the NYSED site visit, the building appeared to be safe and conducive to learning. Students were observed to be engaged in their work, and classroom behavior was appropriate and respectful. • The Instructional Support Services (ISS) team continues to work on school climate and behavioral issues and the enforcement of the code of conduct. • School leaders, teachers, students and parents commented safety has improved and there are fewer suspensions and incidents this school year. • School leaders stated students and visitors are scanned upon entrance to the school. This was confirmed as NYSED Site Visit Team members were scanned upon entering the building.
Collaboration	<ul style="list-style-type: none"> • Teachers and school leaders reported using CPT for teachers, administrators and coaches to collaborate. • School leaders and teachers are working collaboratively with NYCDoE, the network and partners to implement the SIG plan.
Parent Involvement	<ul style="list-style-type: none"> • Parents are involved in the school through the Parent Teacher Association (PTA), school leadership team, sports, fundraising and parent newsletter. • There is a parent office that is fully furnished with computers and copiers. Parents help and support school concerts and other

	activities and meet weekly to discuss activity plans.
External/Community Based Partners	<ul style="list-style-type: none"> • The following partners provide services to the school: Counseling in Schools; the leadership program; Relationship Abuse Prevention Program (RAPP); and the domestic violence program for youth. • The 21st Century Grant and Big Brothers/Big Sisters programs provide tutoring, clubs and mentoring services to students.

BUDGET AND OTHER FUNDING SOURCES

Budget Modifications	<ul style="list-style-type: none"> • No 1003(g) funds are being given to the Turnaround Phase-out schools. NYCDoe is providing funding through other sources.
Use of 1003(g) or 1003(a) grant funding	<ul style="list-style-type: none"> • N/A
Use of Other Funding	<ul style="list-style-type: none"> • The school is using Fair Student Funding and applicable federal and State grants to carry out the school-wide strategies.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT

District Support	<ul style="list-style-type: none"> • The school receives technical assistance from the Children’s First Transition Support Network 610 to carry out its activities and address instructional and operational issues that are unique to a school that is in the process of phasing out. • The NYCDoe is collecting data on key aspects of the Turnaround model between the phase-out and replacement school, including teacher turnover data, academic performance, and NYCDoe Progress Report and Quality Review. This analysis occurs at various points throughout the school year as data becomes available. • The school works with an achievement coach provided by NYCDoe. • The network offers workshops once a month regarding the implementation of the CCLS, differentiation and the Danielson Framework.
JIT/SIG Alignment	<ul style="list-style-type: none"> • JIT recommendations appear to be aligned with the SIG application.

SUMMARY

The NYSED Site Visit Team conducted a full-day site visit at Beach Channel High School on March 6, 2012. The team was able to collect information regarding the school's efforts to begin the implementation of their reform model for improving student learning.

The NYSED Site Visit Team met with various district, school staff, parents and partners to review initiatives that the school is implementing to make progress toward improving student achievement. The school leadership team is focused on establishing a climate that promotes high expectations for all students and school faculty. The school community is making a concerted effort to improve graduation and attendance rates.

The school was safe, exceptionally clean, and conducive to learning. Transitions between classes appeared to be seamless, and the positive behavior expectations throughout the building were clear and consistent. Staff, students, parents, and partners all spoke positively of the school's efforts to improve student achievement.

During the NYSED site visit, the school provided evidence to support the implementation of the approved phase-out actions. District and school representatives were candid with their comments and highly cooperative throughout the PLA monitoring visit. The school and the district appear to be working together to coordinate their efforts in the implementation of the Turnaround model.