



**LIFE SCIENCES SECONDARY SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: LIFE SCIENCES SECONDARY SCHOOL**  
**ADDRESS: 320 EAST 96 STREET, MANHATTAN, NY, 10128**  
**TELEPHONE: 212-348-1694**  
**FAX: 212-348-4293**

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*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M655      **SCHOOL NAME:** Life Sciences Secondary School

**SCHOOL ADDRESS:** 320 EAST 96 STREET, MANHATTAN, NY, 10128

**SCHOOL TELEPHONE:** 212-348-1694      **FAX:** 212-348-4293

**SCHOOL CONTACT PERSON:** GENEVIEVE STANISLAUS      **EMAIL ADDRESS** GStanis@schools.nyc.gov

**POSITION / TITLE**                      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Noelle Coleman & Shari Gavitt

**PRINCIPAL:** GENEVIEVE STANISLAUS

**UFT CHAPTER LEADER:** Daniel Lee

**PARENTS' ASSOCIATION PRESIDENT:** Elizabeth Woods

**STUDENT REPRESENTATIVE:** Matthew Andino  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 2      **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

**NETWORK LEADER:** Gerald Beirne

**SUPERINTENDENT:** ELAINE GORMAN

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Genevieve Stanislaus	Principal	
Noelle Coleman	UFT Member	
Christy Colvin	UFT Member	
Mary Ellen Reidy	UFT Member	
Daniel Lee	UFT Chapter Leader	
Shari Gavitt	UFT Member	
Elizabeth Woods	PA/PTA President or Designated Co-President	
Leroy Andino	Parent	
Shawntel McBride	Parent	
Carla Harmon	Parent	
Tyrone Ramsey	Parent	
Maria Torres	Parent	
Steven Gilhooley	Admin/CSA	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Life Sciences is a 6 through 12 secondary school of rigorous academics and high standards and a seamless curriculum; we combine strategies of innovative education with a focus on developing the intellectual growth of the individual. Our collaboration with Mt. Sinai School of Medicine supports our mission to attract students who traditionally have been underrepresented in the field of science and health related careers.

Students enter the Middle School (6-8) ready to begin a course of study that is departmentalized, inquiry based, and project-based driven, which encourages students to learn through collaborative student-centered classrooms. Students are expected to utilize multi-approaches as they strengthen and build their educational experiences. Middle School students are challenged to generate and test hypothesis through independent research, while developing effective organizational strategies. Middle School students in the 8<sup>th</sup> grade are expected to do high school-level work in mathematics, science and foreign language. Our high school students in grade 9 through 12 are in Regents terminating courses and are expected to do college-level work in science, mathematics, English and Spanish. All high school students are required to take the PSAT and SAT examinations, as well as, to attend college fairs, present a college portfolio in their junior year and visit and apply to no less than five colleges.

The mission of Life Sciences Secondary School is to ensure that its graduates are well prepared for higher educational opportunities and to participate fully in a democratic society. In conjunction with Mt. Sinai School of Medicine, it is our primary to motivate our students to actively explore the field of medicine, health and science careers.

Life Sciences' faculty and administration has committed itself to educating students while continuing to build on their personal areas of expertise, giving them an opportunity to create rich programs, not limited to or reliant upon textbooks. The faculty firmly believes that professional development permits them to offer electives that develop students' intellect, which fosters the best educational practices. The faculty and administration, working with the cooperation of our parents and the student body, seek to provide a unique learning experience specifically tailored to students with an interest in the sciences.

Life Sciences Secondary School students are expected to meet or exceed essential outcomes described by National and New York State Performance Standards reports. These essential outcomes will be demonstrated in a wide-range of rigorous state-aligned assessments, including students' projects, reports, portfolios, presentations, as well as, State Regents, standardized examinations, and other demonstrations of mastery.

We educate our students to become responsible and conscientious future leaders and contributors to society and the global community. We are committed to doing that by:

- Ensuring the intellectual, ethical and social development of each student within a community of invested teachers.
- Encouraging each student to apply his or her development as an independent and creative thinker to career, higher education and personal goals.

Providing a nurturing environment whose members know about, care about and support each other and actively engage the community. We believe such a mission can only be accomplished fully in a school based on respectful and trusting relationships between adults, students and parents who are a member of the school's extended community.

**SECTION III - Cont'd**

**Part B. School Demographics and Accountability Snapshot. Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Life Sciences Secondary School				
<b>District:</b>	2	<b>DBN #:</b>	02M655	<b>School BEDS Code:</b>	02M655

DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance:</b> - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability:</b> - % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate:</b> - % of Enrollment:					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing</b> - Total Number:					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10									
Grade 11				<b>Recent Immigrants:</b> - Total Number					
Grade 12				(As of October 31)	2007-08	2008-09	2009-10		
Ungraded									
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained				Principal Suspensions					

Classes								
# in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions				
Number all others								
<i>These students are included in the enrollment information above.</i>								
				<b>Special High School Programs: - Total Number:</b>				
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: - Includes all full-time staff:</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers				

				(NCLB/SED definition)			
Multi-racial							
<b>Male</b>							
<b>Female</b>							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
<b>SURR School: Yes</b>		<b>If yes, area(s) of SURR identification:</b>						
<input type="checkbox"/> No <input type="checkbox"/>								
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>								
<input type="checkbox"/>	In Good Standing (IGS)							
<input type="checkbox"/>	Improvement Year 1							
<input type="checkbox"/>	Improvement Year 2							
<input type="checkbox"/>	Corrective Action (CA) - Year 1							
<input type="checkbox"/>	Corrective Action (CA) - Year 2							
<input type="checkbox"/>	Restructuring Year 1							
<input type="checkbox"/>	Restructuring Year 2							
<input type="checkbox"/>	Restructuring Advanced							
<b>Individual Subject/Area AYP Outcomes:</b>								
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>				
ELA:				ELA:				
Math:				Math:				
Science:				Graduation Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>								
<b>Student Groups</b>		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
		ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>								
<b>Ethnicity</b>								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

*Note: NCLB/SED accountability reports are not available for District 75 schools.*  
 \* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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- The number of middle school students have increased their performance level in English Language Arts on the City-wide and State assessment.
  - The number of middle school students have increased their performance level in mathematics on the City-wide and State assessment.
  - Entering ninth graders are placed in the American History NYS Regents course and scheduled to take the June regents of their freshman year. This course and regents is usually NOT taken until the junior year of a high school student; however, we have been very successful at challenging our ninth graders. This performance trend is unusual, yet achievable.
  - Our eighth graders are scheduled to take a science regent, earning them a high school regent's credit while in middle school. Their performance has yielded much success and shown that this is achievable at an early stage.
  - Our students have significantly benefited from the extended day programs. Our extended day programs provide students' small group instruction that has direct results to better performance trends on all standardized testing. The AIS funding has greatly assisted in this endeavor.
  
  - The increase of advanced placement courses has proven to be the appropriate direction for our students. Many of our students have earned scores of 3 and higher thereby, providing them with entering college credit.
- 
- Our middle school students continue to successfully articulate to high school.
  - We continue to have performance trends demonstrating positive upward movement of entering students from level one's to higher levels.
  - The increase in the number of students earning regents diplomas has been a sought after accomplishment achieved.
  - The number of students graduating on-time from high school continues to increase each year giving us a percentage higher than the City's and the state; one of **our greatest accomplishment.**
  - The number of students who have applied, been accepted and attending post-secondary institutions continues to increase and is another one of our accomplishments.

- Life Sciences continue to budget for staff developers from NYU and the Interactive Classroom that provide on-going support to all subject-related teachers. These are significant instructional aids; as well as SmartBoard weekly professional development sessions.
- The lack of a sufficient cafeteria space continues to be a **major barrier** to our students' community. As a result of this inadequate space, we are forced to dedicate more than 50% of our instructional day to lunch concerns. This requires taking supportive staff from specific duties to monitor lunch, while causing a low morale among our students who seek to transfer to other schools.
- The lack of an adequate gymnasium hinders our curriculum and limits the staff from providing a more challenging and rigorous program. As a science school, we seek to expose our students to the varied opportunities that can lead to a promising career; without the appropriate space and conditions, we are unable to reach that goal.
- We continue to seek avenues to increase the number of middle school students who are at level one; as this is still a needs concern.
- We continue to seek avenues to increase high school attendance rate to facilitate their progress and performance within their cohort.

Our Quality Review indicates that we are Proficient in moving towards our educational goals. Our Middle school Progress Report is a "C" and our High school Progress Report is an "A". We continue to maintain/increase our graduation rate.

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## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <p><b><u>1. Goal: Language Arts – Reading, Writing, and Accountable Conversations:</u></b></p> <p><i>To support the implementation of a standard-based language arts program leading to increased achievement levels for all secondary grades</i></p> <ul style="list-style-type: none"> <li>○ <i>8<sup>th</sup> graders will increase their performance on the NYS reading assessment examinations by 5% by June 2011</i></li> <li>○ <i>High school students will achieve 65% or higher on NYS ELA regents by June 2011</i></li> </ul>	<input type="checkbox"/> <ol style="list-style-type: none"> <li>1. Middle school students will increase their reading proficiency from level 1 to level 2 and higher</li> <li>2. High school students will achieve a passing rate on the NYS Regents examination 65% or higher</li> </ol>
<input type="checkbox"/> <p><b><u>2. Goal : Mathematics</u></b></p> <p><i>To support the implementation of a standard-based mathematics program leading to increased achievement levels for all secondary grades</i></p> <ul style="list-style-type: none"> <li>○ <i>8<sup>th</sup> graders will increase their performance on the NYS mathematics assessment examinations by 5% by June 2011</i></li> <li>○ <i>High school students will achieve 65% or higher on NYS Mathematics regents by June 2011</i></li> </ul>	<input type="checkbox"/> <ol style="list-style-type: none"> <li>1. Middle school students will increase their mathematics level from level 1 to level 2 and higher</li> <li>2. High school students will achieve a passing rate on the NYS Regents mathematics examination 65% or higher</li> </ol>
<input type="checkbox"/> <p><b><u>3. Goal: Science</u></b></p> <p><i>To increase science achievement, experiences and awareness for all Life Sciences Secondary students on all NYS and NYC assessment examinations/surveys</i></p> <ul style="list-style-type: none"> <li>○ <i>8<sup>th</sup> grade students will take and pass the NYS Science Regents examination</i></li> <li>○ <i>Middle school students in the 8<sup>th</sup> grade will achieve proficient on the NYS Science assessment by June 2011</i></li> <li>○ <i>High school students will achieve a score of 65% or high on the NYS Science Regents by June 2011</i></li> <li>○ <i>High school students in grade 11 and 12 will take and pass at least two NYS Science Regents examination by June 2011</i></li> </ul>	<input type="checkbox"/> <ol style="list-style-type: none"> <li>1. All students will participate in science exploration through annual science fair submitted projects</li> <li>2. All middle school students will take 6 periods of science weekly</li> <li>3. All high school students will take 7 periods of science weekly</li> </ol>

<p>□</p> <p><b>4. <u>Goal: Social Studies</u></b></p> <p><i>To support the implementation of a standard-based social studies curriculum leading to increased achievement levels on NYS Regents examinations/surveys.</i></p> <ul style="list-style-type: none"> <li>○ This will be measured through teacher observations; alignment with the core curriculum by June 2011</li> <li>○ As measured by NYS regents results of 65% and higher by June 2011</li> </ul>	<p>□</p> <ol style="list-style-type: none"> <li>1. Middle school teachers will facilitate the NYS core curriculum in Social Studies through project based learning.</li> <li>2. High school students will achieve a level two or higher on the NYS United States/Government Regents examination</li> <li>3. High school students will take and pass the NYS Global Regents examination with a grade of 65% and higher</li> </ol>
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## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area  
(where relevant) :**

**Language Arts #1**

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<p><b>Annual Goal #1</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p><b><u>Goal#1: Language Arts – Reading, Writing, and Accountable Conversations:</u></b></p> <p><i>To support the implementation of a standard-based language arts program leading to increased achievement levels for all secondary grades</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• All English and social science teachers will implement a literature-based curriculum that develops analytical thinking, fosters reading partnerships, essay writing activities and research</li> <li>• To continue to develop rubrics aligned to the NYS ELA standards</li> <li>• To provide extended day classes in literacy skills building</li> <li>• To provide professional development opportunities for teachers both in-house and by DOE vendors</li> <li>• To hire highly qualified teachers in all subject areas</li> <li>• Extra curriculum clubs/programs that supports the ELA goal</li> <li>• Saturdays academy</li> <li>• By June 2011</li> </ul> </div>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• NYSTL funding</li> <li>• Programming</li> <li>• Reducing class size</li> <li>• ISC and LSO professional development opportunities</li> <li>• NYU Metro Center for Urban Education staff developers</li> <li>• Interactive Classroom staff developers</li> <li>• Title 1 funding</li> <li>• AIS funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Acuity periodic testing</li> <li>• ARIS</li> <li>• Inquiry Team – data analysis</li> <li>• Datacation /Skedula</li> <li>• Mid marking period interim reports</li> <li>• Report cards</li> <li>• Faculty and department meetings (monthly)</li> <li>• Progress report - Quality Review - NYS School Report Card</li> </ul>

**Subject Area**  
(where relevant) :

**Mathematics #2**

<p><b>Annual Goal #2</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal#2 : Mathematics</b> <i>To support the implementation of a standard-based mathematics program leading to increased achievement levels for all secondary grades</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Continue to develop rubrics aligned to the NYS mathematics standards</li> <li>• Provide extended day classes in mathematics skills building for levels 1 and 2</li> <li>• Provide accelerated mathematics for students in grade 9</li> <li>• Provide additional instructional periods in mathematics for all level 1 students</li> <li>• Provide credit recovery opportunities in mathematics</li> <li>• Provide professional development opportunities for teachers both in-house and by DOE vendors</li> <li>• Hire highly qualified teachers in all subject areas</li> <li>• Extra curriculum clubs/programs that supports the mathematics goal</li> <li>• Saturday mathematics regents program</li> <li>• By June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• NYSTL funding</li> <li>• Programming</li> <li>• Reducing class size</li> <li>• ISC and LSO professional development opportunities</li> <li>• NYU Metro Center for Urban Education staff developers</li> <li>• Interactive Classroom staff developers</li> <li>• Title 1 funding</li> <li>• AIS funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Acuity periodic testing</li> <li>• ARIS</li> <li>• Inquiry Team – data analysis</li> <li>• Datacation</li> <li>• STARS</li> <li>• Mid marking period interim reports</li> <li>• Report cards</li> <li>• Faculty and department meetings (monthly)</li> <li>• Progress report - Quality Review - NYS School Report Card</li> </ul>

**Subject Area**  
(where relevant) :

**Science #3**

<p><b>Annual Goal #3</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal #3: Science</b> <i>To increase science achievement, experiences and awareness for all Life Sciences Secondary students on all NYS and NYC assessment examinations/surveys</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• To provide additional instructional science periods to support laboratory experience</li> <li>• To provide accelerated science curriculum for grade 8 leading to NYS science regents</li> <li>• Provide professional development opportunities for teachers both in-house and by DOE vendors</li> <li>• Hire highly qualified teachers in all subject areas</li> <li>• To infuse literacy and technology into science curriculum</li> <li>• To require exit science based projects</li> <li>• To provide opportunities to participate in science competitions</li>   <li>• To increase science inquiry exposure through “Early Med-Docs” program with Mt. Sinai CYE</li> <li>• To provide students with additional periods of Science (7 periods a week) in Regents laboratory classes</li> <li>• To provide extended day classes for laboratory make-up</li> <li>• To infuse literacy and technology into the science curriculum</li> <li>• To provide credit recovery classes</li> <li>• By June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• NYSTL funding</li> <li>• Programming</li> <li>• Reducing class size</li> <li>• ISC and LSO professional development opportunities</li> <li>• NYU Metro Center for Urban Education staff developers</li> <li>• Interactive Classroom staff developers</li> <li>• Title 1 funding</li> <li>• AIS funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Acuity periodic testing</li> <li>• ARIS</li> <li>• Inquiry Team – data analysis</li> <li>• Datacator analysis tool</li> <li>• STARS</li> <li>• Mid marking period interim reports</li> <li>• Report cards</li> <li>• Faculty and department meetings (monthly)</li> <li>• Progress report - Quality Review - NYS School Report Card</li> </ul>

**Subject Area**  
(where relevant) :

**Social Studies #4**

<p><b>Annual Goal #4</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal #4: Social Studies</b> <i>To support the implementation of a standard-based social studies curriculum leading to increased achievement levels on NYS Regents examinations/surveys.</i></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• To increase the participation in the Advanced Placement social studies</li> <li>• Provide professional development opportunities for teachers both in-house and by DOE vendors</li> <li>• To hire highly qualified teachers in all subject areas</li> <li>• To continue providing enrichment programs that has a direct impact on instruction i.e. “Model UN”, debate team, mock elections and school newspaper</li> <li>• To continue to provide credit recovery classes</li> <li>• To continue the extended day opportunities</li> <li>• To continue to provide additional test support for level 1 students</li> <li>• To program additional daytime classes for students who have not passed the NYS social studies regents</li> <li>• To identify entering high school students for American History Regents</li> <li>• By June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• NYSTL funding</li> <li>• Programming</li> <li>• Reducing class size</li> <li>• ISC and LSO professional development opportunities</li> <li>• NYU Metro Center for Urban Education staff developers</li> <li>• Interactive Classroom staff developers</li> <li>• Title 1 funding</li> <li>• AIS funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Acuity periodic testing</li> <li>• ARIS</li> <li>• Inquiry Team – data analysis</li> <li>• Datacation /Skedula</li> <li>• Mid marking period interim reports</li> <li>• Faculty and department meetings (monthly)</li> <li>• Progress report - Quality Review - NYS School Report Card</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk rela Serv
# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
		N/A	N/A				
		N/A	N/A				
		N/A	N/A				
		N/A	N/A				
25	25	15	15	3			
15	15	12	12	3			
9	8	9	9	2			
45	50	20	15	6			
40	50	15	20	9			
30	40	55	45	9			
12	14	30	25	8			

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/> Students in middle school are provided with before, during and after school academic support. This support includes additional classes in language arts, basic skill building, test preparation programs and mock testing. In addition, the predictive tests from Acuity support the areas of needs for all identified students. In the Saturday academy, students are provided with small class instruction focusing on their identified needs. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students and identified incoming students.</p> <p>The high school students' focus is on written skills, as well as, comprehension testing techniques. Students are provided with additional instructional opportunities. All entering level 1 and 2 students are provided with 7 periods of language arts instruction which includes, but not limited to, written exercises, comprehension practices and vocabulary building. In addition, these students are offered "Mock Regents" testing practices to assist in raising their passing score. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> Students in middle school are provided with before, during and after school academic support. This includes additional time in the mathematics computer lab, to assist in raising their level to a high 2 or higher. With the data obtained from the predictive tests, more academic support is given through the Saturday academy program. In a small setting of no more than 15 students, students have the opportunity to work on the areas of weaknesses as identified by their subject teacher. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students and identified incoming students.</p> <p>The high school student is provided with additional mathematics classes before, during and after school. In addition, students who have not passed the MathB regents or the Algebra regents have the opportunity to take review classes to prepare them for the upcoming examination. Through our Saturday academy, all students have the opportunity to take a mock regent. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students.</p>
<b>Science:</b>	<p><input type="checkbox"/> Middle school students receive assistance with their exit science project from licensed science teachers before or after school. In addition, students are provided test preparation for all State assessments after school and through the Saturday academy. High school students are provided with additional science electives to support meeting the NYS science standards. High school students are schedule with specific science review classes to assist in meeting NYS science regents' requirements. Through our Saturday academy, students are offered "Mock Regents" testing in an effort to support their positive outcomes. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students.</p>
<b>Social Studies:</b>	<p><input type="checkbox"/> Middle school students receive assistance with their exit project from highly qualified teachers before or after school. In addition, students are provided test preparation for all State assessments after school and through the Saturday academy.</p> <p>High school students are schedule with review classes to assist in meeting NYS social studies regents' requirements. Through our Saturday academy, students are offered "Mock Regents" testing in an effort to support their positive outcomes. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students to remain in their cohort.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Identified students meet with their grade level counselor to assist them with getting back on track. The counselors are proactive in getting tutorial services for any identified student. These services are offered in-house as well as through community based organizations with which we have a relationship. In addition, the guidance counselor conduct re-entry meetings with the parents of the at-risk students in conjunction with the administration.
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding). We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11
- (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**6-12**

**Number of Students to be Served:**

**LEP 46**

**Non-LEP 0**

**Number of Teachers 2**

**Other Staff (Specify) 0**

### **School Building Instructional Program/Professional Development Overview**

#### **Section II. Title III, Part A LEP Program Narrative**

##### **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

All identified students will be provided with English language instruction in all of their regular assigned classes. These assigned classes will be taught in English by Highly Qualified Teachers who are English speaking. In addition, students will be provided with before and after school programs to assist them in becoming proficient in speaking English. As an added incentive students will be invited to participate in our Saturday academy as well as in our summer school institute. Each of these programs can accommodate 30 to 40 students. Any student, who is a beginner or intermediate, will have first priority. Their selection will be based on their NYSLAT status. The program will be four days a week for two hours after school for the duration of the school year. The summer school program will be for 90 to 120 minutes for six weeks.

##### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All staff members will receive professional development training from HQT of English as a Second language. The staff developers will be NYS certified personnel who will deliver provide guidelines and strategies in teaching second language students. In addition, the ESL teachers on staff will share teaching techniques, ideas and concerns with all teachers at several faculty conferences held during the year.

##### **Amend**

The ESL teacher is fully certified in ESL.

**Section III. Title III Budget**

**School: Life Sciences Secondary School 02m655**

**BEDS Code: 310200011655**

<b>Allocation Amount:</b>								
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>						
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$6,486.80	<input type="checkbox"/>						
		<table border="1"> <tr> <td>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</td> <td>\$6,486.80</td> <td> <b>2 teacher @ \$49.89 per session X60hours = \$5,986.80</b>  <b>5 teachers @ \$25.00 training rate X 4hr = \$500.00</b> </td> </tr> </table>	Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$6,486.80	<b>2 teacher @ \$49.89 per session X60hours = \$5,986.80</b> <b>5 teachers @ \$25.00 training rate X 4hr = \$500.00</b>			
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$6,486.80	<b>2 teacher @ \$49.89 per session X60hours = \$5,986.80</b> <b>5 teachers @ \$25.00 training rate X 4hr = \$500.00</b>						
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$3,000.00 is 20% of budget	<input type="checkbox"/>						
		<table border="1"> <tr> <td>N/A</td> <td></td> <td></td> </tr> </table>	N/A					
N/A								
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,000.00 is 20% of budget	<input type="checkbox"/>						
		<table border="1"> <tr> <td>Supplies and materials</td> <td>3000</td> <td>To purchase paper, postage, non-NYSTL materials, multi-language parental outreach in the form of automated mailings and phone calls.</td> </tr> </table>	Supplies and materials	3000	To purchase paper, postage, non-NYSTL materials, multi-language parental outreach in the form of automated mailings and phone calls.			
Supplies and materials	3000	To purchase paper, postage, non-NYSTL materials, multi-language parental outreach in the form of automated mailings and phone calls.						
<b>Educational Software (Object Code 199)</b>	\$1,000.00	<input type="checkbox"/> <b>Supplementary software for afterschool program</b>						
<b>Travel</b>		<table border="1"> <tr> <td>Travel</td> <td></td> <td></td> </tr> </table>	Travel					
		Travel						
<b>Other</b>	1,500	<table border="1"> <tr> <td>\$1,500.00</td> <td> <input type="checkbox"/> <b>Parents' Involvement : postage, meetings, etc</b> </td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> </tr> </table>	\$1,500.00	<input type="checkbox"/> <b>Parents' Involvement : postage, meetings, etc</b>		Other		
		\$1,500.00	<input type="checkbox"/> <b>Parents' Involvement : postage, meetings, etc</b>					
Other								
<b>TOTAL</b>	<b>\$ 14,986.80</b>							

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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.

*Many of our parents are non-English speaking as determined by the Home Language Survey and formal and informal meetings. Therefore, the written notification of school activities and information are sent home in the language that they speak. Whenever we need to send home documents from our Central office and/or LSO offices we request these documents in the preferred home language. In addition, all school materials are sent in the home language of the parents written by our foreign language teachers. Our foreign language staff are provided with per session funds to translate all school generated documents. Finally, our report cards have comments that are in the other languages, so that teachers may keep parents informed of their child's progress.*

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.

*Presently, our parents have shared with our guidance counselor, parent coordinator, school secretaries and the dean how pleased they are that they are able to keep up with the progress or lack of progress of their child. Parents are key participants in all school activities, because the school encourages their involvement in their child's education. Parents are greeted by staff members who are able to speak to them in their native language. Parents have expressed verbally their comfort level when visiting the school.*

### **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 send home correspondences in the home language of the parents. This includes school planners, report cards, progress reports, letters and newsletters. Whenever applicable, outside vendors will be contracted to provide translation services to our parents*

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.

*Our oral interpretations will be provided by capable staff members who include: our guidance counselors, teachers, school secretaries, the dean, the parent coordinator and the assistant principal. Whenever necessary, the LSO and/or ISC Offices will be contacted to provide the necessary oral interpreter for additional support, if they are unable to provide the appropriate interpreter, then the Central Office will be contacted to either provide the interpretation or to direct the school as to which vendor is approved for such services.*

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 continue to provide all parents with the necessary services needed to keep them active participants in their child's education. This will require that the school ensure that all notification documents are sent in their home language, as stated in the Chancellor's Regulations A-663. If the school is unable to provide documents in the required home language, the school will reach out to the ISC Office, Central Office or other qualified outside agencies.*

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$493,725.00	\$185,526.00	\$679,251.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,937.25		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,686.25	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$49,372.50	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
98%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In an effort to meet the NCLB requirement that every teacher be highly qualified, the following has been implemented. Three teachers were listed as not highly qualified for various reasons. The mathematics teacher was transferred to a program for which they are now "highly qualified". The music teacher has since received the need certification that now also meets the mandate of being "highly qualified" and finally, the foreign language teacher has since resigned from the DOE to pursue graduate studies.

For this present school year, the school is making every effort to recruit and higher teachers who are "highly qualified" in their subject license area. In addition, funds from the school budget are used to support professional development opportunities and services to maintain highly qualified teachers.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**  
**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

**□ LIFE SCIENCES SECONDARY SCHOOL**  
**SCHOOL-PARENT INVOLVEMENT POLICY**

I. Life Sciences Secondary, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy supporting the partnership between the school and the community. Life Sciences Secondary School’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

II. This policy accommodates all parents including parents of English Language Learners and special needs students.

III. This policy is designed based upon the assessment of parents’ need and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing Life Sciences Secondary School’s Parent Involvement Policy, the Life Sciences Secondary School PA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy. To increase parent involvement, Life Sciences Secondary School will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support committees that include parents such as the School Leadership Team and the Parents Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents’ capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

Life Sciences Secondary School will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Night
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children’s report card
- Providing school planners for daily written communication between school/teacher and the home

**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

LIFE SCIENCES SECONDARY SCHOOL  
SCHOOL - PARENT COMPACT

The school and parents working cooperatively to provide for the successful achievements of their children agree:

Life Sciences Secondary School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer an atmosphere of support and if funds are available, to provide transportation, via metrocards, and light refreshments for those parents who attend a regular meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide parents with information/documentation in their home language.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer @school fairs
5. Invitations to school activities/events.

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

THE PARENT/GUARDIAN AGREES

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 or 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching, playing video games
4. Time spent on the computer/internet

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Life Sciences Secondary School

\_\_\_\_\_, Principal

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**  
**Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP) Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **1. Use program resources to help participating children meet the State standards.**

All identified Title 1 students who have **NOT** met the NY State standards will be provided with additional instructional support to assist them in meeting those standards. This assistance will be in the form of test preparation, mock regents' reviews, and additional instruction in a small class setting. See subject "Action Plan" and page 25.

### **2. Ensure that planning for students served under this program is incorporated into existing school planning.**

All identified Title 1 students who are below level 3 will be programmed for additional classes in the four core subjects {English, mathematics, science and social studies}. These additional classes will occur during the regular school day. To further support these students academic success, AIS programs will be held after school and on Saturdays. See page 25.

### **3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:**

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Students will be programmed for extended morning tutoring programs; after school instructional classes; summer enrichment classes; summer school make-up courses and credit recovery classes as well as PM school classes. Students will be required to take CTE classes and perform community service.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Life Sciences Secondary School will offer honor classes, as well as, Advanced Placement classes in English, Mathematics, Social Studies, Science, and Spanish. Students will be encouraged to take college level classes at CUNY schools. Finally, students will be encouraged to achieve no less than a 65% on the five required regents in addition student will be encouraged to sit for 3 additional regents leading to an Advanced Regents Diploma with Honors.

c. Minimize removing children from the regular classroom during regular school hours;

Identified students will be provided additional classes at set times during the school year. Some of these classes will be programmed to occur before or after school. In addition, students will be able to obtain extra instructional assistance through their elective periods. Students will NOT be removed from their regular core classes.

#### 4. Coordinate with and support the regular educational program;



Students at Life Sciences Secondary School will have their classes programmed accordingly, that clearly indicates support of their regular educational programs. All outreach efforts will be implemented through the school and outside agencies as an additional academic safety net.

#### 5. Provide instruction by highly qualified teachers;



All teachers will be State certified meeting the NCLB requirements of being highly qualified. In addition, professional development opportunities will be made available by highly qualified DOE approved staff developers; thus enabling all teachers to maintain current strategies and maintaining their status as highly qualified.

#### 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Through school funds, professional development opportunities will be made available to teachers, guidance counselors and administrators. Utilizing ***NYU Metropolitan Center for Urban Education*** staff developers, Life Sciences Secondary will provide year long services that includes, but not limited to, lesson planning, team teaching, and full days professional development workshops. In addition, a contracted vendor from the ***Interactive Classroom*** will provide professional development opportunities in coaching techniques, creating advisories and item analysis of NYS social studies regents. With the Integrated Service Center (ISC) professional offerings, staff members and related service providers will be registered to partake of these opportunities. Finally, through our Learning Support Organization : ***Integrated Curriculum and Instruction*** the professional development opportunities for administration will be utilize as we continue to enhance our skills that will support our Title 1 students.

#### 7. Provide strategies to increase parental involvement; and



Life Sciences Secondary School will adopt more creative avenues to increase parent involvement. This includes having more open house opportunities, inviting the parents to assist at City-wide fairs, chaperone on trips, attending school wide assemblies, performances and events, the instituting a web-based site through ***E-Chalk*** for parents to have readily access to their child's academic development, and on-line communication with their child's teachers.

#### 8. Coordinate and integrate Federal, State and local services and programs.



All services provided by the Federal government, NY State legislature and local municipalities, whether it be funds, programs, workshops, etc will be utilized to support our academic endeavors. In working closely with these branches of government, Life Sciences Secondary School is committed to utilize their resources to support academic excellence.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB / SED  
STATUS:**

**SURR PHASE / GROUP (IF  
APPLICABLE):**

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**\*\*\*4 students are presently listed per ATS in RFLG as STH.**

2. Please describe the services you are planning to provide to the STH population.

Students who are living in Temporary Housing will receive additional support from counseling to extended day program to after school enrichment programs, to snacks and rewards for academic performance, progress and attendance. In addition, the guardians will receive communication support through our guidance counselors and parent coordinator as well as through the Parents' Association.

### **Part B:**

#### **For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Life Sciences Secondary School					
<b>District:</b>	2	<b>DBN:</b>	02M655	<b>School</b>		310200011655

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.2/85.5	93.2/	91.5 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.5	94.0	94.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	47	52	46	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	56	41	41		63.5	77.1	80.0
Grade 8	45	57	38				
Grade 9	152	158	169	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	151	155	146	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	128	124	120		6	16	14
Grade 12	107	113	113				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	686	700	674	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	9	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	42	41	Principal Suspensions	0	0	1
# in Collaborative Team Teaching (CTT) Classes	21	34	38	Superintendent Suspensions	15	31	18
Number all others	41	67	55				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	47	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	13	11
# receiving ESL services only	43	48	TBD				
# ELLs with IEPs	4	14	TBD	Number of Educational Paraprofessionals	2	1	3

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	5	50	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	48.8	53.2	54.2
				% more than 5 years teaching anywhere	34.9	38.3	45.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	89.0	87.5
American Indian or Alaska Native	1.0	0.9	1.5	% core classes taught by "highly qualified" teachers	95.1	97.8	98.8
Black or African American	29.9	30.3	28.8				
Hispanic or Latino	65.0	64.3	64.8				
Asian or Native Hawaiian/Other Pacific	2.3	2.1	3.3				
White	1.6	1.7	1.5				
<b>Male</b>	50.0	53.4	53.1				
<b>Female</b>	50.0	46.6	46.9				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA: v
Math: v	Math: v
Science: v	Graduation Rate: v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-		
Black or African American	-	-	-	v	v		
Hispanic or Latino	v	v	-	v	v		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-		-	-	-	
Multiracial						-	
Students with Disabilities	-	-		-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
<b>Student groups making</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C / A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	32.8 /	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	4.3 / 6.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	4.6 / 21.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	23.1 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.8 / 6		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>02</b>	School Number <b>655</b>	School Name <b>Life Sciences Second</b>
Principal <b>Genevieve Stanislaus</b>		Assistant Principal <b>Grace Dike</b>	
Coach		Coach	
Teacher/Subject Area <b>Angela Pieter/E. S. L.</b>		Guidance Counselor <b>D. Cantres</b>	
Teacher/Subject Area <b>Elena Rubiconti/E. S. L.</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Cecilia Marshall</b>	
Related Service Provider		Other	
Network Leader <b>G. Beirne</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>710</b>	Total Number of ELLs	<b>51</b>	ELLs as Share of Total Student Population (%)	<b>7.18%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Parents of new entrants to our school are given the Home Language Identification Survey for completion by the pupil accounting secretary Ms. Lopez. An initial interview is conducted in English or the native language when necessary. If the student's home language is other than English, the LAB-R is administered to the student by a licensed teacher within ten days. Parents of students who need ESL are informed by letter and the student who needs English as a Second Language (ESL) class is programmed for it. English Language Learners (ELLs) must take the New York State English as a Second Language Test when it is administered.
2. Parents of students who qualify for ESL are informed by letter.
3. Entitlement letters are mailed to parents of students who qualify for ESL. Parents have the option to respond to the letter. These correspondences are sent in both English and native language.
4. Students who do not pass the LAB-R are given free-standing ESL class(es).
5. Our school offers only free-standing ESL classes and parents have the option to allow their children to take the classes.
6. Our school offers only free-standing ESL and parents are informed.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							6	2	2	13	12	9	7	51
<b>Push-In</b>							0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	6	2	2	13	12	9	7	51

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	15
SIFE	8	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
ESL	<input type="text"/> 8	<input type="text"/>	<input type="text"/> 0	<input type="text"/> 19	<input type="text"/> 5	<input type="text"/> 7	<input type="text"/> 24	<input type="text"/> 3	<input type="text"/> 8	<input type="text"/> 51
Total	<input type="text"/> 8	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 19	<input type="text"/> 5	<input type="text"/> 7	<input type="text"/> 24	<input type="text"/> 3	<input type="text"/> 8	<input type="text"/> 51

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

## C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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							4	1	1	10	10	8	6	40
Chinese														0
Russian														0
Bengali							1	1	1	2				5
Urdu														0
Arabic											1			1
Haitian														0
French							1			1				2
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other											1	1	1	3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>7</b>	<b>51</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. Instruction in English as a Second Language (ESL), our only program, is self-contained. Instruction is departmentalized as well as collaborative because teachers share instructional practices across and through the content areas. Instruction in ESL is given by certified ESL teachers. Instruction in other subject areas are delivered by licenced pedagogues. ESL classes are ungraded in grades 9-12 and ungraded in grades 6-8, with mixed proficiency levels in the same class. Students are programmed according to their levels of proficiency to meet the state mandate.

2. To accommodate the various proficiency levels, certified teachers in all subject areas differentiate instruction. Additionally, our ESL students are scheduled for English classes as part of their regular programs. This allows students to study and learn English through their ESL teachers, certified English teachers, as well as their teachers in other subjects.

3. Instruction in all content areas are delivered in English. Teachers do whole group instruction as well as instruction in small learning communities. Students are exposed to the English Language throughout the instructional day.

4. We offer additional support to English Language Learners through tutoring during zero period and after-school programs as supported by Title III funding. Not only are ESL students; SIFE, newcomers, and those receiving services for four to six years and beyond, exposed to the English Language throughout the instructional day, they are exposed to the English Language before and after the instructional day.

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

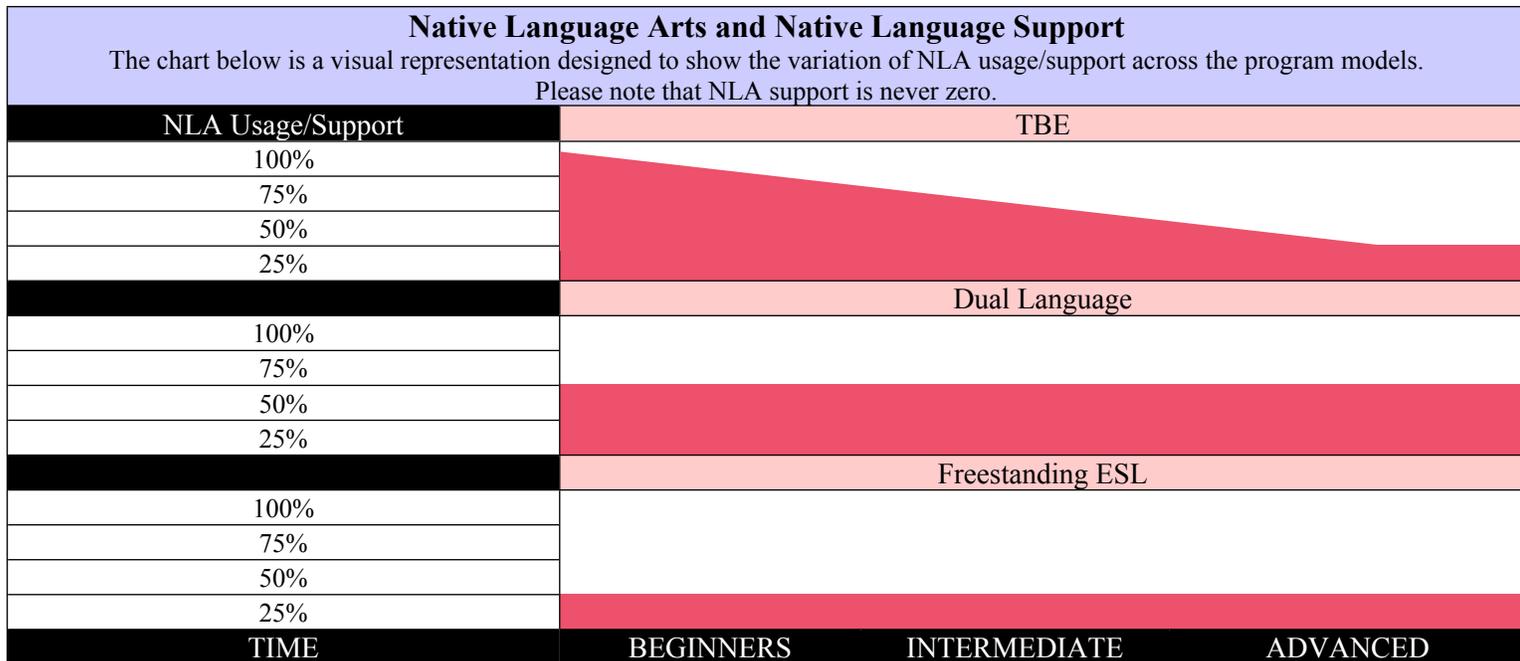
Beginning

Intermediate

Advanced

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. We offer academic intervention services to ELLs after school as well as before school. Academic intervention is conducted in English to help students become proficient in the English Language.
6. ELLs who reach proficiency on the NYSESLAT continue with a regular academic program conducted in English. Additional support is provided to them before school as well as after school.
7. We plan to continue offering the programs we offer to our ELLs. At this juncture, no new programs are being considered for the upcoming school year.
8. No programs or services for ELLs will be discontinued.
9. All students, including ELLs are afforded equal access to all school programs, including before school as well as after school. Rooms where academic intervention services and programs are offered are posted throughout the building and all students are welcome.
10. Smartboard technology as well as lap tops are used by teachers and students to help expedite English Language acquisition by English Language Learners. Additionally, instruction is differentiated throughout the instructional day. After-school programs include tutoring in English, mathematics, and science. All services are conducted in the English Language.
11. We offer only free-standing ESL and all instruction is delivered in English. However, the ESL teachers are multilingual.
12. Yes, services and support are consistent with age levels and grades. ELLs are programmed to receive instruction in an effort to fulfill the requirement of three hundred and sixty minutes for beginners in grades six to eight and five hundred and forty minutes for beginners in grades nine to twelve. English Language Learners at the intermediate level are programmed in an effort to fulfill the requirement of three hundred and sixty minutes. Advanced English Language Learners are programmed in an effort to fulfill the requirement of one hundred and eighty minutes.
13. Summer school is available to all of our students, including ELLs.
14. English, Spanish, and French are available to all students, including ELLs, to help them meet their graduation requirements.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

N/A

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

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

There are monthly department meetings and faculty conferences during which various methods of delivery of instruction to students, including ELLs, are discussed. Professional Development has been provided by CFN 201 by Martin Pejerrey, a licenced ESL professional. Mr. Pejerrey will provide additional professional development to the faculty. including teachers of all subject areas, guidance counselors, Assistant Principals, the Parent Coordinator, and the Speech Therapist on the Chancellor's professional development day. Teachers are encouraged to ensure that students are actively engaged in learning through reading, writing, listening, and speaking in all classes.

### E. Parental Involvement

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

Assistant Principals, guidance counselors, and teachers meet with parents to discuss students' progress throughout the school year. Translators are available to facilitate communication. Additionally, parents can visit the school to discuss their children's performance and progress. Parents are also encouraged to attend the Parents Association meeting and to join the School Leadership Team. Conversations with parents are continuous and continue through twice yearly open school day and night conferences.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0	1	1	1	0	3
Intermediate(I)							2	0	1	7	8	7	5	30
Advanced (A)							4	2	1	4	3	1	2	17
Total	0	0	0	0	0	0	6	2	2	12	12	9	7	50

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

### NYS ELA

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	2								2
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		0	
Math <u>Int. Algeb</u>	8		7	
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	8		5	
Physics				
Global History and Geography	8		4	
US History and Government	3		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - 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?

however, students appear to struggle with writing. To help students become more proficient in writing, teachers are required to infuse writing throughout the instructional day in the various subjects. As results of students' performance on state assessments are examined, at least fifty percent of our ELLs who took state assessments in Mathematics, Living Environment, Global History, and United States History passed.

## 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.

Language Allocation Policy  
2010-2011

Our Language Allocation Policy (LAP) Team is comprised of our two English as a Second Language Teachers, an Assistant Principal, and the Principal. There are six hundred and seventy three students at Life Sciences Secondary School of which 51 are English Language Learners (ELLs). The 51 English Language Learners represent 7.6% of our school population.

We have six sixth grade English Language Learners; 11.8% of our ELLs and .89% of our school population. Four of them, 7.8% of our ELLs and 0.59% of our school population speak Spanish. Of the remaining two sixth grade students, one, 1.96% of our ELLs and .15% of our school population speaks Bengali and one, 1.96% of our ELLs and .15% of our school population speaks French. We have two seventh grade ELLs. One, 1.96% of our ELLs and .15% of our school population speaks Spanish and the other, 1.96% of our ELLs and .15% of our school population speaks Bengali. We have two eighth grade ELLs both of whom speak Spanish. They represent 3.92% of our ELLs and .30% of our school population. Thirteen of our ninth graders are ELLs; 25.5% % of our ELLs and 1.93% of our school population. Ten of our ninth grade ELLs, 19.6% of our ELLs and 1.49% of our school population are Spanish speakers. Two of our ninth grade ELLs, 3.92% of our ELLs and .30% of our school population speak Bengali. The remaining one ninth grade student, 1.96% of our ELLs and .15% of our school population speaks French. We have twelve tenth grade students who are ELLs. Ten of the twelve speak Spanish and they represent 19.6% of our ELLs and 1.49% of our school population. Of the remaining two grade ten students, one, 1.96% of our ELLs, and .15% of our school population speaks Arabic and the other, 1.96% of our ELLs and .15% of our school population speaks French-Haitian Creole. We have nine students in grade eleven who are ELLs. They represent 17.6% of our ELLs and 1.34% of our school population. Eight of the grade eleven ELLs students speak Spanish; 15.7% of our ELLs and 1.19% of our school population. The remaining one grade eleven ELL, 1.96% of our ELLs and .15% of our school population speaks Fulani. We have seven ELLs in grade twelve; 13.7% of our ELLs, and 1.04% of our school population. Six of them, 11.76% of our ELLs and .89% of our school population speak Spanish. The remaining one student, 1.96% of our ELLs and .15% of our school population speaks Afrikaans.

We have two English as a Second Language (ESL) teachers. The area of certification of both of them is ESL. No paraprofessional serves the ESL population. None of our content area teachers is bilingually certified.

Since we do not have a large population of ELLs, they are served in Free Standing English as a Second Language program by our ESL teachers. The number of classes and periods offered varies, since our students are not stationary.

Our ELLs are programmed for classes with the ESL teachers during specific periods. A review of proficiency levels suggests emphasis will be placed on reading and writing skills. The teachers use a variety of strategies, including but not limited to reading, writing, speaking, and dictation (to help improve listening skills). Professional development has been offered in differentiated instruction to help the teachers manage the various levels of students. The classroom libraries contain novels, magazines, dictionaries, and encyclopedias. Our library has a large selection of fiction, including authentic native literature, and non-fiction Spanish language and French language books. Library technology is accessible to ELLs.

According to the 2010 NYSESLAT scores, we have three beginners, thirty of our ELLs are at the intermediate level and eighteen of our ELLs are advanced. Of the three beginners, one is in grade nine, one is in grade ten and the last is in grade eleven. Of the thirty intermediate level students, two are in grade six, one is in grade eight, seven are in grade nine, eight students are in grade ten, seven are in grade eleven and five are in grade twelve. With respect to the advanced students, four are in grade six, two are in grade seven, one is in

## Additional Information

grade eight, four are in grade nine, three are in grade ten, one is in grade eleven and two are in grade twelve. Based on their performances and the assessment of the teachers, more emphasis on reading and writing will be helpful.

Our ESL teachers will continue their efforts to confer with colleagues in content areas. Our special needs students will be programmed appropriately. Our ELLs are programmed for English Language Arts classes to help strengthen their acquisition skills in the English Language. We offer tutoring after school to support all of our students in content area subjects. We will continue our efforts at monitoring and teaching all of our ELLs language skills which they will need for success in academia and beyond.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		