



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** LIFE SCIENCES SECONDARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02/MAN/655

**PRINCIPAL:** GENEVIEVE STANISLAUS **EMAIL:** GSTANIS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** TAMIKA MATHESO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name                            | Position and Constituent Group Represented   | Signature |
|---------------------------------|--|-----------|
| Genevieve Stanislaus            | *Principal or Designee   |           |
| Daniel Lee                      | *UFT Chapter Leader or Designee  |           |
| Elizabeth Woods                 | *PA/PTA President or Designated Co-President   |           |
|                                 | DC 37 Representative, if applicable  |           |
| Matthew Andino<br>Endigo Harmon | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                                 | CBO Representative, if applicable  |           |
| Shari Gavitt                    | Staff/teacher  |           |
| Mary Ellen Reidy                | Staff/teacher  |           |
| Noelle Coleman                  | Staff/teacher  |           |
| Steven Gilhooley                | staff/administration   |           |
| Carla Harmon                    | parent   |           |
| Leroy Andino                    | Parent   |           |
| Ronald Fields                   | parent   |           |
| Tyrone Ramsey                   | parent   |           |

## **ND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1 To support the implementation of a standard-based language arts program leading to increased achievement levels for all students**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - **Middle school students will increase their level of proficiency on the NYS- Language Arts assessment by 2% by June 2012.**
  - **80% of middle school students will achieve a level 2 or higher on the NYS-ELA assessment meeting promotional requirement**
  - **High school students will achieve a grade of 65% or higher on the NYS ELA regents examination by June 2012**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - **The results of the June 2011 NYS-ELA assessment and our Progress Report showed a decline in the number of middle school students meeting proficiency standards for promotional requirement as a result, a more comprehensive approach has been designed to assist the students.**
  - **The increase in the number of middle school students who did not meet promotional requirements resulting in a higher rate of mandated summer school students as shown in our ARIS data analysis report.**
  - **With the NYS ELA regents setting the passing rate at 65% or higher, the need to focus on all students meeting this requirement is essential.**
  - **To meet the needs of our Special Needs students as well as our ELL students in achieving academic proficiency and graduation**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**All ELA and Social Studies teachers will implement a literature-based curriculum that develops analytical thinking, fosters reading partnerships, essay writing activities, response to literature as well as research based. These teachers will develop rubrics aligned to the NYS-ELA standards. Students will be identified through various means: teacher's input, scholarship report, guidance counselors input, and administration. In an effort to assist in this initiative, students will be provided with before/after academic assistance, extended day classes in literacy, Saturday academy, test preparation strategy classes, Kaplan Saturday program, extra curriculum programs (i.e. clubs, school newspaper, etc.). To insure teacher input, our inquiry team will be composed of a member from each subject department who will bring concerns and ideas to and from teachers. Monthly department meetings will focus on the on-going strategies/activities for a more effective outcome. The timeline will be from October 2011 to June 2012.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Parents are expected to be an active participant in the planning and programming of their child during the school year.**
  - **Parents will be invited to meet with the administration and their guidance counselor as we discuss the academic status of the student.**
  - **Parents are expected to attend schedule school meetings as well as the Chancellor's Parent-Teacher Conferences.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**As an on-going process, Life Sciences Secondary will continue to attract and hire HQT. In accordance with the NCLB mandate, all HQT will continue to improve their profession by participating in professional development opportunities presented by highly qualified staff developers from organizations as: NYU MetroCenter for Urban Education, the Interactive Classroom, CFN#201 and Central.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**All Federal/State/City mandates are adhered to strictly so that all students are provided with a barrier-free education that supports their physical well-being as well as their emotional and nutritional status. Funding that has been designated for specific targeted groups will receive the services provided by that funding**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding from Title 1, AIS, Title 111, NYSTL and any other set-aside money will be utilized to support the targeted population for which it was intended. In addition, the school will reduce class sizes through school funding as well as provide additional ELA instruction weekly for the identified student who is functioning below the proficiency level.**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2 2 To support the implementation of a standard-based mathematics program leading to increased achievement levels for all students.**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - **Middle school students will increase their level of proficiency on the NYS- Mathematics assessment by 2% by June 2012.**
  - **80% of middle school students will achieve a level 2 or higher on the NYS-mathematics assessment meeting promotional requirement**
  - **High school students will achieve a grade of 65% or higher on the NYS-Mathematics regents examination by June 2012**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - **The results of the June 2011 NYS-mathematics assessment as well as our Progress Report showed a decline in the number of middle school students meeting proficiency standards for promotional requirement as a result, a more comprehensive approach has been designed to assist the students.**
  - **The increase in the number of middle school students who did not meet promotional requirements resulting in a higher rate of mandated summer school students as shown in our ARIS data analysis report.**
  - **With the NYS-mathematics regents setting the passing rate at 65% or higher, the need to focus on all students meeting this requirement is essential.**
  - **To meet the needs of our Special Needs students as well as our ELL students in achieving academic proficiency and graduation**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**All mathematics teachers will implement a curriculum that develops analytical thinking, exploratory problem solving, and various methods of achieving a more in-depth student involvement approach. These teachers will develop rubrics aligned to the NYS-mathematics standards. Students will be identified through various means: teacher's input, scholarship report, guidance counselors input, and administration. In an effort to assist in this initiative, students will be provided with before/after academic assistance, extended day classes in mathematics, Saturday academy, test preparation strategy classes, Kaplan Saturday program, extra curriculum programs (i.e. clubs, mathematics teams, etc.). To insure teacher input, our inquiry team will be composed of a member from the mathematics/science department who will bring concerns and ideas to and from teachers. Monthly department meetings will focus on the on-going strategies/activities for a more effective outcome. The timeline will be from October 2011 to June 2012.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Parents are expected to be an active participant in the planning and programming of their child's academic program.**
  - **Parents will be invited to meet with their child's guidance counselor, the administration, etc as a well-developed academic program is designed each year.**
  - **Parents are expected to attend schedule school meetings as well as the Chancellor's Parent-Teacher Conferences**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**As an on-going process, Life Sciences Secondary will continue to attract and hire HQT. In accordance with the NCLB mandate, all HQT will continue to improve their profession by participating in professional development opportunities presented by highly qualified staff developers from organizations as: NYU MetroCenter for Urban Education, the Interactive Classroom, CFN#201 and Central.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**All Federal/State/City mandates are adhered to strictly so that all students are provided with a barrier-free education that supports their physical well-being as well as their emotional and nutritional status. Funding that has been designated for specific targeted groups will receive the services provided by that funding**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding from Title 1, AIS, Title 111, NYSTL and any other set-aside money will be utilized to support the targeted population for which it was intended. In addition, the school will reduce class sizes through school funding as well as provide additional ELA instruction weekly for the identified student who is functioning below the proficiency level.**

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3 To increase science achievement, experience and awareness for all students on the NYS/ NYC assessments.**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - **All students will have science in their daily program, as well as separate laboratory sessions**
  - **Selected students in middle school will be offered accelerated science class leading towards taking the NYS science regents**
  - **High school students will achieve a grade of 65% or higher on the NYS-Science regents examination by June 2012**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - **The increase in the number of middle school students who did not meet promotional requirements resulting in a higher rate of mandated summer school students as shown from the overall ARIS data analysis report.**
  - **With the NYS-Science regents setting the passing rate at 65% or higher, the need to focus on all students meeting this requirement is essential.**
  - **To meet the needs of our Special Needs students as well as our ELL students in achieving academic proficiency and graduation**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Students will be provided with additional science instructional periods to support proficiency and exposure in a laboratory setting. Selected middle school students will be able to take the accelerated 9<sup>th</sup> grade science curriculum- Earth Science- in 8<sup>th</sup> grade leading to sitting for the NYS-Earth Science regent's examination.**

**Teachers are expected to infuse literacy and technology into the science curriculum. To further support NYC requirement of a science exit projects for middle school students; teachers will provide opportunities for students to meet this mandate. As we continue to increase science inquiry exposure through our partnership with Mt. Sinai Center for Youth in Excellence (CYE) program – MedDoc students will be able to do internships in various health related areas that will in alignment with our science course offerings. The increase in the number of middle school students who did not meet promotional requirements resulting in a higher rate of mandated summer school students as shown from the overall ARIS data analysis report.**

**With the NYS-Science regents setting the passing rate at 65% or higher, the need to focus on all students meeting this requirement is essential. To meet the needs of our Special Needs students as well as our ELL students in achieving academic proficiency and graduation. The timeline will be from October 2011 to June 2012.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Parents are expected to be an active participant in the planning and programming of their child's academic program.**
  - **Parents will be invited to meet with their child's guidance counselor, the administration, etc as a well-developed academic program is designed each year.**
  - **Parents are expected to attend scheduled school meetings as well as the Chancellor's Parent-Teacher Conferences.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **As an on-going process, Life Sciences Secondary will continue to attract and hire HQT. In accordance with the NCLB mandate, all HQT will continue to improve their profession by participating in professional development opportunities presented by highly qualified staff developers from organizations as: NYU MetroCenter for Urban Education, the Interactive Classroom, CFN#201 and Central.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **All Federal/State/City mandates are adhered to strictly so that all students are provided with a barrier-free education that supports their physical well-being as well as their emotional and nutritional status. Funding that has been designated for specific targeted groups will receive the services provided by that funding.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding from Title 1, AIS, Title 111, NYSTL and any other set-aside money will be utilized to support the targeted population for which it was intended. In addition, the school will reduce class sizes through school funding as well as provide additional ELA instruction weekly for the identified student who is functioning below the proficiency level.**

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4 To support the implementation of a standard-based social studies curriculum for all students that will lead to increased achievement levels on all assessments as well as on the NYS Regents examination**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - **To increase the number of students participation in the Advanced Placement courses in social studies**
  - **To infuse more literacy and technology into the social studies curriculum**
  - **High school students will achieve a grade of 65% or higher on the NYS-Social Studies regents examination by June 2012**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - **The increase in the number of middle school students who did not meet promotional literacy requirements resulting in a higher rate of mandated summer school students as shown from the overall ARIS data analysis report.**
  - **With the NYS-Social Studies regents setting the passing rate at 65% or higher, the need to focus on all students meeting this requirement is essential; therefore, more literacy will be infused into their curriculum.**
  - **To meet the needs of our Special Needs students as well as our ELL students in achieving academic proficiency and graduation**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**All teachers of social studies will utilize a standard-based instructional approach that permits students to develop analytical thinking skills, fosters reading more complex text/documents, increases improved writing skills through essays and research-based projects. Through the efforts of the social studies department, we anticipate an increase in the number of students taking Advanced Placement courses. As we continue to provide opportunities for students to redeem themselves, we will provide credit recovery classes, independent studies and extended day programs. In addition, students will be programmed for early morning tutoring sessions in a group of no more than ten students. To better assist all of our students we will provide test taking strategies, Saturday academy, extracurricular programs, i.e. "Model UN", and identifying entering high school students who will be successful at taking the American History NYS regents in 9<sup>th</sup> grade. The timeline will be from October 2011 to June 2012.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Parents are expected to be an active participant in the planning and programming of their child's academic program.**
  - **Parents will be invited to meet with their child's guidance counselor, the administration, etc as a well-developed academic program is designed each year.**
  - **Parents are expected to attend schedule school meetings as well as the Chancellor's Parent-Teacher Conferences**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**As an on-going process, Life Sciences Secondary will continue to attract and hire HQT. In accordance with the NCLB mandate, all HQT will continue to improve their profession by participating in professional development opportunities presented by highly qualified staff developers from organizations as: NYU MetroCenter for Urban Education, the Interactive Classroom, CFN#201 and Central.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**All Federal/State/City mandates are adhered to strictly so that all students are provided with a barrier-free education that supports their physical well-being as well as their emotional and nutritional status. Funding that has been designated for specific targeted groups will receive the services provided by that funding.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding from Title 1, AIS, Title 111, NYSTL and any other set-aside money will be utilized to support the targeted population for which it was intended. In addition, the school will reduce class sizes through school funding as well as provide additional ELA instruction weekly for the identified student who is functioning below the proficiency level.**

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>6</b>  | 10                                 | 50                                 | 50                                 | 10                                 | 4   | 0  | 0                                      | 11                                     |
| <b>7</b>  | 10                                 | 10                                 | 50                                 | 10                                 | 4   | 0  | 0                                      | 7                                      |
| <b>8</b>  | 10                                 | 10                                 | 43                                 | 10                                 | 5   | 0  | 0                                      | 11                                     |
| <b>9</b>  | 66                                 | 75                                 | 30                                 | 25                                 | 7   | 0  | 0                                      | 25                                     |
| <b>10</b> | 45                                 | 55                                 | 45                                 | 20                                 | 12  | 0  | 0                                      | 33                                     |
| <b>11</b> | 40                                 | 45                                 | 40                                 | 30                                 | 15  | 0  | 0                                      | 21                                     |
| <b>12</b> | 40                                 | 45                                 | 35                                 | 35                                 | 20  | 0  | 0                                      | 19                                     |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description  |
|--|--|
|  |  |
| <b>ELA</b>                                   | <b>Students are programmed additional instructional periods in English language arts weekly in small group settings during the day. In addition, students are provided with tutorial assistance before/after the start of the day. Students are invited to our Saturday Academy program with a certified language arts teacher who addresses students' identified area of weakness. For any high school student who is identified as below proficiency level 1 or 2; they are programmed for additional support in reading/writing in our language arts computer lab using READ 180.</b> |
| <b>Mathematics</b>                           | <b>Students are programmed for additional instructional periods in mathematics weekly in small group settings during the day. In addition, students are provided with tutorial assistance before/after the start of the day. Students are invited to our Saturday Academy program with a certified mathematics teacher who addresses students' identified area of weakness. To support these students, they are programmed for a pre-requisite courses providing them with an extra year of course study before taking the NYS/NYC assessment examination.</b>                           |
| <b>Science</b>                               | <b>Students are provided with additional science class {1 extra for middle school students; 2 extra for high school students}. Students are invited to our Saturday Academy program with a certified science teacher who will focus on specific weaknesses. To support these students, they are programmed for a pre-requisite courses providing them with an extra year of course study before taking the NYS/NYC assessment examination.</b>   |
| <b>Social Studies</b>                        | <b>Students are programmed for instructional periods in small group settings during the day. In addition, students are provided with tutorial assistance before/after the start of the day. Students are invited to our Saturday Academy program with a certified social studies teacher who addresses students' identified area of weakness in writing, comprehension, response to DBQ's, etc.</b>  |

|   |  |
|---|--|
| <b>At-risk Services provided by the Guidance Counselor</b>  | <b>Students who are identified as having adjustment concerns are seen by a certified guidance counselor. These counselors aid in helping at-risk students create strategies that will enable them to be focus, responsible with successful outcomes.</b> |
| <b>At-risk Services provided by the School Psychologist</b> | <b>NONE</b>  |
| <b>At-risk Services provided by the Social Worker</b>       | <b>At-risk services are provided on an as need basis by on itinerate social worker.</b>  |
| <b>At-risk Health-related Services</b>                      | <b>The full time school nurse is available to assist identified students who have known medical concerns (i.e. asthma, diabetes, etc); in addition, the school nurse addresses and services any and all at-risk health related issues.</b>               |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [?](#)

|  |                    |                          |                          |
|--|--------------------|--------------------------|--------------------------|
| Cluster Leader/Network Leader <b>Charles Amundsen/ Jie Zhang</b> | District <b>02</b> | Borough <b>Manhattan</b> | School Number <b>655</b> |
| School Name <b>Life Sciences Secondary School</b>                |                    |                          |                          |

### B. Language Allocation Policy Team Composition [?](#)

|   |  |
|---|--|
| Principal <b>Genevieve Stanislaus</b>           | Assistant Principal <b>Grace O. Dike</b>   |
| Coach   | Coach                                      |
| ESL Teacher <b>Angela Pieter</b>                | Guidance Counselor <b>Dianah Cantres</b>   |
| Teacher/Subject Area <b>Elena Rubiconti/ESL</b> | Parent                                     |
| Teacher/Subject Area                            | Parent Coordinator <b>Cecilia Marshall</b> |
| Related Service Provider                        | Other                                      |
| Network Leader <b>Jie Zhang</b>                 | Other                                      |

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>2</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>4</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | <b>723</b> | Total Number of ELLs | <b>58</b> | ELLs as share of total student population (%) | <b>8.02%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## 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 and is assisted by a licensed pedagogue as is necessary. All informal oral interviews are conducted by a pedagogue. 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 and trained pedagogue 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. All ELL students are evaluated annually to assess their levels of performance in accordance with New York State guidelines when the assessments are administered beginning in April and ending in May.
2. We offer only free standing English as a Second Language program. We do not offer Transitional Bilingual and Dual Language Programs. Parents of students who qualify for ESL are informed by letter.
3. Survey is conducted during a student's enrollment by a licenced pedagogue. The Assistant Principal of Supervision is responsible for mailing entitlement letters to parents. Entitlement letters are mailed to parents of students who qualify for ESL. Copies of the letter are kept on file. Parents have the option to respond to the letter by contacting the Assistant Principal of Supervision. These correspondences are sent in English. If additional translation services are required, it can be provided by members of our staff and the translation services offered by the Department of Education.
4. Students who do not pass the LAB-R are given free-standing ESL class(es). We do not offer Transitional Bilingual Education nor do we offer Dual Language Programs.
5. Our school offers only free-standing ESL classes and parents have the option to allow their children to take the classes. Parents are also informed during the admissions process, during parent conferences, and throughout the academic year.
6. Our school offers only free-standing ESL and parents are informed. Survey of our parents indicate that our parents request free standing ESL, our only program. They consider it advantageous to immerse the students in Free Standing English as a Second Language classes. Instruction in students' classes are conducted in English to help students acquire the English Language at a faster rate. We do not offer Transitional Bilingual Education and Dual Language Programs.

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

|  |                                      |                                     |                               |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |    |    |    |    |         |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|---------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |         |
| <b>Self-Contained</b>  |   |   |   |   |   |   | 5 | 3 | 2 | 18 | 12 | 9  | 9  | 58      |
| <b>Push-In</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    | 0       |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 2 | 18 | 12 | 9  | 9  | 58      |

**B. ELL Years of Service and Programs**

| Number of ELLs by Subgroups |    |  |    |                               |    |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs                    | 58 | Newcomers (ELLs receiving service 0-3 years) | 7  | Special Education             | 18 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 24 | Long-Term (completed 6 years) | 26 |

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 |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           | 0                 | 0        | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0         |
| Dual Language | 0                 | 0        | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0         |
| ESL           | 7                 | 0        | 18                | 24               | 0        | 7                 | 27                                 | 0        | 9                 | 58        |
| <b>Total</b>  | <b>7</b>          | <b>0</b> | <b>18</b>         | <b>24</b>        | <b>0</b> | <b>7</b>          | <b>27</b>                          | <b>0</b> | <b>9</b>          | <b>58</b> |

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     |

**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    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 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<br>L  | 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> | <b>0</b> |

**Dual Language (ELLs/EPs)**

**9-12**

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

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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        | 2        | 2        | 15        | 9         | 7        | 7        | 46        |
| Chinese      |          |          |          |          |          |          | 1        |          |          |           |           |          |          | 1         |
| Russian      |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          | 1        |          | 1         | 2         |          |          | 4         |
| Urdu         |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Arabic       |          |          |          |          |          |          |          |          |          | 1         |           | 1        |          | 2         |
| Haitian      |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| French       |          |          |          |          |          |          |          |          |          |           | 1         |          |          | 1         |
| Korean       |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |           | 1         | 1        | 2        | 4         |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>5</b> | <b>3</b> | <b>2</b> | <b>17</b> | <b>13</b> | <b>9</b> | <b>9</b> | <b>58</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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. 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. Since we have only free standing ESL, our English language learners are evaluated using the target language of English.

5. 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 when we have them, 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 if they elect to participate in those programs. New comers are provided tutoring before and after school, as supported by funding. Additionally, pedagogues allow students additional time to complete class work as well as examinations. Teachers also create lessons and assessments that help to meet the needs of English Language Learners through groupings and small learning communities. English language learners who have been in ESL from four to six years continue to be supported with tutoring opportunities before and after school. Additionally, as their specific areas of weaknesses are determined in reading, writing, listening or speaking, teachers plan lessons with efforts towards strengthening students' skills in those areas.

6. Instructional strategies and grade level materials that teachers of English Language Learning use include differentiating instruction to teach the students based on their levels of performance on the NYSESLAT. Teachers use novels and basic English instructional materials which require students to read, write, listen, and speak in the target language of English.

7. To the extent possible, while meeting the programming and instructional requirements for promotion and graduation, students are programmed for four periods, eight periods, or twelve periods of English as a Second Language with our certified English as a Second Language teachers. All students are programmed to meet all state mandates in a flexible program that allows maximum instructional time with non-disabled peers.

### Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes



## B. Programming and Scheduling Information--Continued

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

8. We offer academic intervention services to all of our students as well as ELLs before school. A few weeks before state assessments we also offer tutoring to help prepare our students for state assessments they will have to take. Academic intervention is conducted in English to help students become proficient in the English Language.

9. ELLs who reach proficiency on the NYSESLAT continue with a regular academic program conducted in English. Additional support is available to all of our students, if they elect to participate, before school as well as after school.

10. 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.

11. No programs or services for ELLs will be discontinued.

12. All students, including ELLs are afforded equal access to all school programs, including before school and after school. Rooms where academic intervention services and programs are offered are posted throughout the building and all students are welcome.

13. Smartboard technology as well as lap top computers are used by teachers and students in all content areas to help expedite English Language acquisition by English Language Learners and all of our students. Additionally, instruction is differentiated throughout the instructional day. After-school programs include tutoring in various subject areas. All services are conducted in the English Language.

14. We offer only free-standing ESL and all instruction is delivered in English. However, the ESL teachers are multilingual.

15. Yes, services and support are consistent with age levels and grades. ELLs are programmed, to the extent possible while meeting the programming needs of students with respect to fulfilling their graduation requirements, 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.

16. Summer school is available to all of our students, including ELLs.

17. 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)?

We do not have a Dual Language Program.

## 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 is expected to 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 the target language of English in all classes. Professional development focuses on daily instruction as well as good teaching practices. and is provided during monthly meetings, weekly meetings, department meetings. Parents are invited to meetings during which open dialogue occurs. Professional development, when offered by the CFN and Department of Education, is availed to pedagogues.

## 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. The school does not partner with a Community Based Organization..

# 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)   |   |   |   |   |   |   | 1 | 0 | 0 | 0  | 0  | 1  | 0  | 2     |
| Intermediate(I)   |   |   |   |   |   |   | 2 | 1 | 0 | 8  | 8  | 5  | 4  | 28    |
| Advanced (A)  |   |   |   |   |   |   | 2 | 2 | 2 | 8  | 4  | 3  | 3  | 24    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 2 | 16 | 12 | 9  | 7  | 54    |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKIN         | <b>B</b>          |   |   |   |   |   |   | 1 | 0 | 0 | 0 | 0  | 1  | 0  |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| G                   | I                 |   |   |   |   |   |   | 2 | 1 | 0 | 8 | 8  | 5  | 4  |
|                     | A                 |   |   |   |   |   |   | 2 | 2 | 2 | 8 | 4  | 3  | 3  |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/<br>WRITING | B                 |   |   |   |   |   |   | 1 | 0 | 0 | 0 | 0  | 1  | 0  |
|                     | I                 |   |   |   |   |   |   | 2 | 1 | 0 | 8 | 8  | 5  | 4  |
|                     | A                 |   |   |   |   |   |   | 2 | 2 | 2 | 8 | 4  | 3  | 3  |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

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

### New York State Regents Exam

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        | 4                          | 0               | 2                           | 0               |
| Integrated Algebra           | 9                          | 0               | 1                           | 0               |
| Geometry                     | 1                          | 0               | 0                           | 0               |
| Algebra 2/Trigonometry       | 0                          | 0               | 0                           | 0               |
| Math                         | 0                          | 0               | 0                           | 0               |
| Biology                      | 0                          | 0               | 0                           | 0               |
| Chemistry                    | 0                          | 0               | 0                           | 0               |
| Earth Science                | 4                          | 0               | 0                           | 0               |
| Living Environment           | 8                          | 0               | 0                           | 0               |
| Physics                      | 0                          | 0               | 0                           | 0               |
| Global History and Geography | 7                          | 0               | 0                           | 0               |
| US History and Government    | 2                          | 0               | 0                           | 0               |
| Foreign Language             | 0                          | 0               | 0                           | 0               |
| Other                        | 0                          | 0               | 0                           | 0               |
| Other                        | 0                          | 0               | 0                           | 0               |
| NYSAA ELA                    | 0                          | 0               | 0                           | 0               |
| NYSAA Mathematics            | 0                          | 0               | 0                           | 0               |
| NYSAA Social Studies         | 0                          | 0               | 0                           | 0               |
| NYSAA Science                | 0                          | 0               | 0                           | 0               |

### Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Classroom assessments and NYSESLAT are used to assess the literacy skills of ELLs. We do not use ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP. What is revealed by the data patterns across proficiency levels and grades is that students' performance vary across the core subjects, 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 a result of student performance on state assessments

## 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.

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 seven hundred and twenty three students at Life Sciences Secondary School of which fifty eight are English Language Learners (ELLs). The 58 English Language Learners represent 8.02% of our school population.

We have five sixth grade English Language Learners; 8.6% of our ELLs and .69% of our school population. Four of them, 6.9% of our ELLs and 0.55% of our school population speak Spanish. The remaining sixth grade student, 1.72% of our ELLs and .148% of our school population speaks Chinese. We have three seventh grade ELLs. One, 1.72% of our ELLs and .138% of our school population speaks Bengali and the other two, 3.46% of our ELLs and .277% of our school population speak Spanish. We have two eighth grade ELLs both of whom speak Spanish. They represent 3.45% of our ELLs and .277% of our school population. Seventeen of our ninth graders are ELLs; 29.3% of our ELLs and 2.35% of our school population. Sixteen of our ninth grade ELLs, 27.6% of our ELLs and 2.21% of our school population are Spanish speakers. One of our ninth grade ELLs, 1.72% of our ELLs and .138% of our school population speaks Arabic. We have thirteen tenth grade students who are ELLs. Nine of the thirteen speak Spanish and they represent 15.5% of our ELLs and 1.24% of our school population. Of the remaining grade ten students, two, 3.45% of our ELLs, and .277% of our school population speak Bengali. Of the two remaining grade ten students, one, .477% of our ELLs and .138% of our school population speaks French and the other speaks Swahili. We have nine students in grade eleven who are ELLs. They represent 15.5% of our ELLs and 1.24% of our school population. Seven of the grade eleven ELLs students speak Spanish; 12.07% of our ELLs and .968% of our school population. Of the remaining two grade eleven ELLs, one speaks Arabic and is 1.72% of our ELLs and .138% of our school population and the other speaks French Haitian Creole. We have nine ELLs in grade twelve; 15.5% of our ELLs, and 1.24% of our school population. Seven of them, 12.07% of our ELLs and .968% of our school population speak Spanish. Of the remaining two grade twelve students, 3.45% of our ELLs and .277% of our school population, one speaks Afrikaans and the other speaks Fulani.

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 aloud, writing, speaking, and dictation (to help improve listening skills). Professional development has been offered in differentiating instruction to help the teachers manage the various levels of students. Classroom libraries contain novels, magazines, and dictionaries. 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 2011 NYSESLAT scores, we have two beginners, twenty eight of our ELLs are at the intermediate level and twenty four of our ELLs are advanced. Of the two beginners, one is in grade six, the other is in grade eleven. Of the twenty eight intermediate level students, two are in grade six, one is in grade seven, eight are in grade nine, eight students are in grade ten, five are in grade eleven, and four are in grade twelve. With respect to the advanced students, two are in grade six, two are in grade seven, two are in grade eight, eight are in grade nine, four are in grade ten, three are in grade eleven, and three are in grade twelve. Based on their performances and assessment by their 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 before school to support all of our students in content area subjects. We will continue our efforts at monitoring and teaching all of our English Language Learners language skills which they will need for success in academia and beyond.

# Part VI: LAP Assurances

| School Name: <u>Life Sciences Secondary School</u>                                |                      | School DBN: <u>02M655</u> |                 |
|---|----------------------|---------------------------|-----------------|
| 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                |                           |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M655      **School Name:** Life Sciences Secondary

**Cluster:** 201      **Network:** Jei Zhang

**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**

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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.

Data from HLS and RPOB indicates that the majority of our parents are English-speaking. There are 40 students whose language is other than English or Spanish and the remaining of our student population parents are Spanish-speaking. Based on this finding, we make a concerted effort to send home all correspondences in the home language of the parents. Whenever we have to send home informational documents from Central and/or CFN; we request those documents be sent in the preferred home languages. In addition, all school materials are sent in the home language of the parents written by outside services, our foreign language staff. Finally, all formal reports (i.e. report cards, progress reports, etc) have comments that are in other languages, so that teachers may keep parents informed of their children'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.

To date we have been able to remain in communication with our parents utilizing the resources provided by Central and our in-house resources. Based on our HLS/RPOB data, we are constantly updating and assessing our needs so that every parent can participate in all of our programs/services. Our general office, our guidance department and other student services has several bi-lingual staff members available at all times for our parents. During monthly faculty meetings, at our SLT meetings and through our PA; all members are constantly made aware of the avenues taking to make sure that every parent is in full communication with the staff/faculty.

## Part B: Strategies and Activities

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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.

Presently, our written translation services is available to all parents in various formats. These documents are produced in-house by school staff. Our welcoming letters are sent home in multiple languages, our student planner is written in our two dominant languages, our report cards and progress reports are distributed six times a year; and they are always printed in the home language of the parents. Whenever we are not able to create any document in a different language, we seek out Central to provide these services to support our commitment 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 services will be provided by staff members who are proficient in specific languages. This includes our: guidance counselors, teachers, school secretaries, the dean, our parent coordinator and our assistant principals. If necessary, Central/CFN will be contacted to provide any oral translations as additional support. If Central/CFN are unable to assist, we will request assistance from them in locating approved vendors to assist in our needs.

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 retain our parents as active participants in their child's education. This will require that the school make every effort that all 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 seek out the CFN, Central or other qualified outside agencies.



### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on data retrieved from 2011 NYSESLAT; ARIS; and HLS students who are at the beginners and intermediate levels in grades 6-12 will receive supplementary instruction from both a certified ESL teacher and a teacher who is certified in another core academic area. Students will receive this supplementary instruction in an after school program once a week for the duration of one hour by a certified ESL teacher. In addition, the ESL teacher will provide additional instruction to identified students using a push-in model. The language of instruction will be English and the materials used will be materials other than regular student text, etc.

### Part C: Professional Development

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

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

Begin description here: Language Arts teachers will receive on-going professional development opportunities from an approved vendor twice a month from November - May. Areas to be covered will be differentiated instruction, understanding assessment outcomes, strategies that will enable the student to be successful in core curriculum subject classes. The providers are Martin Pejerrey and Dr. Andi Stix.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents of students who are entitled to services will be informed through letters/documents sent via mail; documents sent via the student; through our call-out telephone system and at special invited programs. All of our outreach efforts will be translated in their home language and on days of special programs, a translator will be available to assist. Our parents will be notified via mail/telephone contact of a special invite breakfast program in February & May. The involve staff participants will be ESL teachers: Angela Pieter & Elena Rubiconti and AP's Grace Dike & Steve Gilhooley.

**Part D: Parental Engagement Activities**

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**Part E: Budget**

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

Allocation Amount: \$11200

| Budget Category   | Budgeted Amount  | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|---|--|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       | a. \$5,200.00 push-in salary/ESL<br>b. \$1,995.60 per session<br>c. \$1,197.36 per session | a. To provide supplementary instruction during the day, certified ESL teacher- Elena Rubiconti will provide one period per day to entitled students.<br>b. Students will be provided with after school/Saturday supplementary instruction by a certified ESL teacher 2weekX1hourX20= \$1,995.60<br>c. Translation services provided by 2 certified/qualified teacher 2teachersX\$49.89X12hours= \$1,197.36. |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   | Contracted vendor to deliver professional development @ cost of \$1,650.00                 | An approved contracted vendor and a certified ESL staff developer from CFN#201 will provide on-going professional development services to teachers of Language Arts.  |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> | \$1,000.00   | Teacher will select specific materials for the supplementary instructional program which will be used solely for the supplementary programs.  |
| Educational Software  |  |   |

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.                    |
|-------------------|-----------------|--|
| (Object Code 199) |                 |  |
| Travel            |                 |  |
| Other             | \$150.00        | For the special February and May 2012 programs; funds will be used to provide the breakfast for participating parents. |
| <b>TOTAL</b>      | \$11,192.96     |  |