



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** LIFE SCIENCES SECONDARY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M655

PRINCIPAL: GENEVIEVE STANISLAUS      EMAIL: [GSTANIS@SCHOOLS.NYC.GOV](mailto:GSTANIS@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MARISOL BRADBURY

## 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	
Karen Carter	*UFT Chapter Leader or Designee	
Carla Harmon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Endigo Harmon Emma Blankenship	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Steven Gilhooley	Member/Staff-CSA	
Shari Gavitt	Member/UFT	
Mary Ellen Reidy	Member/UFT	
Christy Colvin	Member/UFT	
Ronald Fields	Member/Parent	
Tyrone Ramsey	Member/Parent	
Dalia Turner	Member/Parent	
Elaine Lovett	Member/Parent	
George Garcia	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

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

- By June 2013; 25% of students with disabilities (SWD) and English language learners (ELL) will achieve a level 3 score (65%) on New York State English Language Arts examination.

### **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 result of the June 2012 NYS- Grade 3-8 English Language Arts Tests and the NYS Comprehensive English Regents along with our Progress Report data clearly states a need to continue assisting these students in meeting proficiency standards for promotional requirement.
- The need to assist the identified population of 80 students who have not met promotional criteria requires the implementation of comprehensive remedial programs (i.e. after school tutoring, Saturday AIS, and summer school).
- The NYS- Comprehensive English Regents committee has set the passing grade at a minimal of 65%; therefore, the need to focus on all SWD and ELL students meeting this requirement is essential.
- 25% SWD and ELL students {20 students} will achieve academic proficiency of a level 3 on the NYSED English language arts assessment.
- Our leadership team (i.e. assistant principals, inquiry team members, guidance counselors, school leadership team /SLT) members reviewed our results on the NYC learning environment survey to determine this as our need for the 2012-2013 school year.

### **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.
1. Teachers of English language arts, social studies and special education 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.
  2. These teachers will develop rubrics aligned to the NYS-ELA standards. In an effort to assist in this initiative, students will be provided with before/after intervention assistance, extended day classes in literacy, Saturday academy, test preparation classes, Kaplan program, extra curriculum programs (i.e. clubs, school newspaper, etc.).
  3. Life Sciences inquiry team will consist of teachers from each subject area as well as administration.
  4. Monthly department meetings will focus on the on-going strategies/activities for a more effective outcome.
  5. The timeline October 2012 through June 2013.

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will participate in the parent-student orientation at the start of the school year.
- Parents will engage in conversation with the guidance counselor and related service providers to have an understanding of promotional requirements as it relates to the NYS-ELA assessment.
- Parents will attend schedule meetings (i.e. Chancellor’s Parent-Teacher Conferences, open-house activities, etc).
- Parents will discuss academic progress with the ELA teachers as it relates to the Individualized Educational Program (IEP) goals and the outcomes on the New York State English as a Secondary Language Achievement Test (NYSESLAT).

**Budget and resources alignment**

○ Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

○ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**New York State Tax Levy (NYSTL) funds; Students in Temporary Housing (STH) funds**

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All Federal/State/City mandates are adhered to strictly. Life Sciences will provide supports all STH, ELL and SWD to ensure their attendance and success in New York State-wide examination. Through personnel (i.e. Parent Coordinator, related service providers) they will assist in communication information to parents, staff, etc

## **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**

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

- By June 2013; 25% of special needs students and English language learners will achieve a level 3 score (65%) on New York State mathematics examination.

### **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 2012 NYS-Math assessment and our Progress Report shows a need to continue assisting the middle school students in meeting proficiency standards for promotional requirement, a continued comprehensive approach has been designed to assist the students in maintaining progress.
- 25% SWD and ELL (20) students will achieve academic proficiency earning a level 3 on the NYSED mathematics assessment.
- The need to assist special needs and English language learner students who did not meet promotional criteria requires the implementation of comprehensive remedial program (i.e. after school tutoring, Saturday AIS, and summer school).
- NYSED-mathematics regents have set the passing rate at 65%; therefore, the focus on all eligible SWD and ELL students meeting this requirement is essential.

### **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.
1. Mathematics teachers will develop activities that will support additional assistance to SWD and ELL in class.
  2. Mathematics teachers will participate in professional development opportunities both in-house and at various DOE/CFN/ school affiliated venues.
  3. Mathematics teachers will develop rubrics aligned to the NYSED mathematic standards.
  4. Students will be provided with before/after tutoring in mathematics, as well as Saturday academy, test preparation strategy classes, on-line opportunities.
  5. Life Sciences inquiry team will consists of teachers from each subject area as well as administration.
  6. Monthly department meetings will focus on the on-going strategies/activities for a more effective outcome with teacher input.
  7. The timeline October 2012 through June 2013.

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will participant in the parent-student orientation
- Parents will be invited to a mathematic night in an effort to involve them in their child's mathematic education.
- Parents will attend meetings with their child's guidance counselor, the administration, etc to elicit increase support and input.
- Parents will attend schedule school meetings as well as the Chancellor's Parent-Teacher Conferences.

**Budget and resources alignment**

Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I    Title IIA    Title III    Grants    Other

If other is selected describe here: **Funds set aside under NYSTL & STH**

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All Federal/State/City mandates are adhered to strictly. Life Sciences will provide supports all STH, ELL and SWD to ensure their attendance and success in New York State-wide examination. Through school personnel (i.e. Parent Coordinator, related service providers) all will assist in communication information to parents, staff, etc.

### **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**

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

- By June 2013, the number of students in grades 6-12 that will receive a grade of 65% or its equivalent (level3) on standardized assessments will increase by 10% (10-middle school students) and 50% (70 high school students).

#### **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.

- In meeting the NYSED STEM initiative, students must meet the mandate to be proficient in the area of science with level 3 outcomes on NYSED science assessments.
- More than five periods are needed to meet the mandate of students achieve a level 3 on NYSED assessment meeting the graduation requirement.

#### **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) key personnel 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.
1. Students in grade 6-12 will be provided with additional science instructional periods to support proficiency; exposure and hands-on opportunities in a adequate laboratory setting.
  2. Selected middle school students of grade 8; will be identified to sit for the accelerated Earth Science NYSED regents' examination.
  3. Science teachers will infuse literacy and technology into the science curriculum.
  4. Science exit projects will be required for all middle school students.
  5. Teachers will provide hands-on opportunities for students through science fairs, contests and class projects.
  6. As we continue to increase science inquiry exposure through our partnership with Mt. Sinai Center for Youth in Excellence (CYE) program – students will be able to participate in internships in various health related areas that are aligned with our science course offerings.
  7. NYSED-Science Regents requires a passing rate of 65%; therefore, all science classes will be core curriculum aligned with hands-on laboratory classes.
  8. The timeline will be from February 2013 to June 2013.

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will be invited to the Life Science science fair exhibit.
- Parents will be invited to meet with their child's guidance counselor, the administration, and other service related providers to work toward academic progress.
- Parents are expected to attend schedule school meetings as well as the Chancellor's Parent-Teacher Conferences

**Budget and resources alignment**

Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: **Funds set aside under NYSTL & STH**

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All Federal/State/City mandates are adhered to strictly. Life Sciences will provide supports all STH, ELL and SWD to ensure their attendance and success in New York State-wide examination. Through school personnel (i.e. Parent Coordinator, related service providers) we will assist in communication information to parents, staff, etc.

## **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**

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

- By June 2013, the number of students enrolled in a public service, vocational program or degree program at a 2 or 4 year post-secondary Institution will increase by 10% or 12 students

### **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 data from our 2011-2012 Progress Report indicates that there is a need to provide more opportunities, awareness and fairs/programs that will support the high school student in better planning for post-secondary options/careers.
- The school environment survey indicates that parents seek more assistance with helping their high school student in planning for post-high school options.

### **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) key personnel 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.
  1. Students in grades 9-12 will participate in Life Sciences school-wide in-house college fair
  2. Students in grades 10-12 will be offered the opportunity to take Advanced Placement classes leading to college readiness
  3. Students in grade 9-11 will be provided the opportunity to enroll in the College Now programs at Hunter and City College.
  4. Teacher will nominated high school students as candidates for the "College For Every Student" program – CFES
  5. Selected staff members will serve as mentors in the CFES program.
  6. Selected teachers will meet weekly with the assigned students of the CFES program.
  7. The CFES mentors will plan trips to visit local junior and senior colleges
  8. On-going recognition ceremonies and social events will occur for CFES candidates.
  9. CFES program will commence October 2012 – June 2013

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Life Sciences website will be updated monthly to keep parents informed of all college and career opportunities.
- Life Sciences parents association will work closely with the school in promoting college awareness and the selected programs.
- Parents will be invited to attend a variety of college forums; i.e. financial aid presentations, college fairs, career fairs, etc
- End-of-year recognition ceremony for CFES students and parents.

**Budget and resources alignment**

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

The College For Every Student organization is funding many of these initiatives, as well as providing a program liaison that will meets weekly with the mentors and mentees. **Funds set aside under NYSTL and STH**

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All Federal/State/City mandates are adhered to strictly. Life Sciences will provide supports all STH, ELL and SWD to ensure their attendance and success in New York State-wide examination. Through personnel (i.e. Parent Coordinator, related service providers) they will assist in communication information to parents, staff, etc.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Middle school students are programmed for additional instructional periods in English language arts to enable them to meet promotional criteria on the NYSED assessment.</li> <li>• Entering 9<sup>th</sup> graders identified with a proficiency level of 1 or 2 are programmed for additional instructional periods in English/Language Arts in small group settings.</li> <li>• Students in grade 10 and higher; will be provided with additional instructional support their performance and progress leading towards NYSED Regents graduation requirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are provided with tutorial assistance in a small group setting.</li> <li>• One-on-one sessions</li> <li>• Reading laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• At the start of the day and during the instructional day</li> <li>• At the start of the day and during the instructional day</li> <li>• After school program Saturday Academy</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Middle school students are programmed for additional instructional periods in mathematics to enable them to meet promotional criteria on the NYSED in mathematics</li> <li>• Entering 9<sup>th</sup> graders identified with a proficiency level of 1 or 2 are programmed for additional instructional periods in mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are provided with tutorial assistance in a small group setting.</li> <li>• One-on-one sessions</li> <li>• Mathematics technology laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• At the start of the day and during the instructional day</li> <li>• At the start of the day and during the instructional day</li> <li>• After school program Saturday Academy</li> </ul>

	<ul style="list-style-type: none"> <li>Students in grade 10 and higher; will be provided with additional instructional support their performance and progress leading towards NYSED Regents graduation requirement.</li> </ul>		
Science	<ul style="list-style-type: none"> <li>Middle school students will be programmed for one additional science laboratory period.</li> <li>To support their performance and progress leading proficiency on the NYS- 8<sup>th</sup> grade science assessment.</li> <li>High school students will be programmed for two additional science laboratory periods.</li> <li>To support their performance and progress leading towards NYSED Regents graduation requirement.</li> </ul>	<ul style="list-style-type: none"> <li>Middle school students will be provided with six periods a week with a certified science teacher.</li> <li>High school students will be provided with seven periods a week of science laboratory with a certified science teacher.</li> </ul>	<ul style="list-style-type: none"> <li>One period weekly</li> <li>Two periods weekly</li> <li>Saturday Academy program with a certified science teacher who will provide opportunities for make-up science labs.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Instructional materials are aligned with the CCS, as well as project-based learning through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>Students are programmed for instructional periods in small group settings during the day.</li> <li>Students are provided with opportunities to gain fluency in responding to DBQ's through the examination of primary /secondary documents.</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial assistance is provided before school and during the day.</li> <li>Students are invited to our Saturday Academy program with a certified social studies teacher</li> </ul>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>• Any identified at-risk student is seen by a certified counselor</li> <li>• Assigned school psychologist are active participants in all at-risk cases; as well as requested MDR's.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are identified as having adjustment concerns are seen by a certified guidance counselor.</li> <li>• These counselors aid in helping at-risk students create strategies that will enable them to be focus, responsible with successful outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately and on-going</li> </ul>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

1. Life Sciences participates in all City-wide recruitment fairs
2. All teachers who are recruited and hired and screened by the DOE are also NYS certified in their specific area of teaching
3. Life Sciences provide on-going professional development for all newly hired teachers through our partnership with NYU Center for Urban Education and the Interactive Classroom, Inc.
4. Life Sciences provides on-going professional development after school in areas of interest and concern
5. New teachers are partnered with experienced teachers through common planning; department meetings and professional development opportunities.
6. Life Sciences provides opportunities for teachers to meet the NYSED mandate of 175 hours of professional development through participation in programs, i.e. Inquiry Team; School Leadership Team; administrative assignments; mentoring, etc.
7. Life Sciences makes available information regarding professional workshops, degree programs to enable to support on-going professional growth.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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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 as it impacts on Life Sciences Secondary school. Therefore, Life Sciences, 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 the school and the families. Life Sciences' 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 (i.e. homework);
- providing assistance to parents in understanding City, State and Federal standards and assessments as it relates to promotional requirements;
- sharing information about Life Sciences goals/policies and parent association i.e. meetings and other activities in dual languages ( i.e. Spanish, etc);
- providing professional development opportunities for Life Sciences staff with the input 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;

Life Sciences Secondary 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. Life Sciences community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy along 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.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the Life Sciences 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;

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

- holding an annual Title I Parent Curriculum meeting;
- 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/hosting Family Day events and presentations;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, males asserting leadership roles 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 academic progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Life Sciences Secondary, 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>Despinia Zaharakis/Jayne Godl</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>721</b>	Total Number of ELLs	<b>58</b>	ELLs as share of total student population (%)	<b>8.04%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Parents of new entrants to our school are given the Home Language Identification Survey for completion by the pupil accounting secretary Ms. Lopez 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	7
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	14	0	4	18	0	0	18	0	1	50
<b>Total</b>	<b>14</b>	<b>0</b>	<b>4</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>50</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**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Russian														<b>0</b>
Bengali														<b>0</b>
Urdu														<b>0</b>
Arabic														<b>0</b>
Haitian														<b>0</b>
French														<b>0</b>
Korean														<b>0</b>
Punjabi														<b>0</b>
Polish														<b>0</b>
Albanian														<b>0</b>
Yiddish														<b>0</b>
Other														<b>0</b>
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>										

**Dual Language (ELLs/EPs)**

**K-8**

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

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL 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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	4	2	10	10	7	8	43
Chinese							0	1						1
Russian														0
Bengali														0
Urdu												1		1
Arabic										1		1	1	3
Haitian												1		1
French													2	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>11</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>52</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

- foreign language (LOTE) classes

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

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

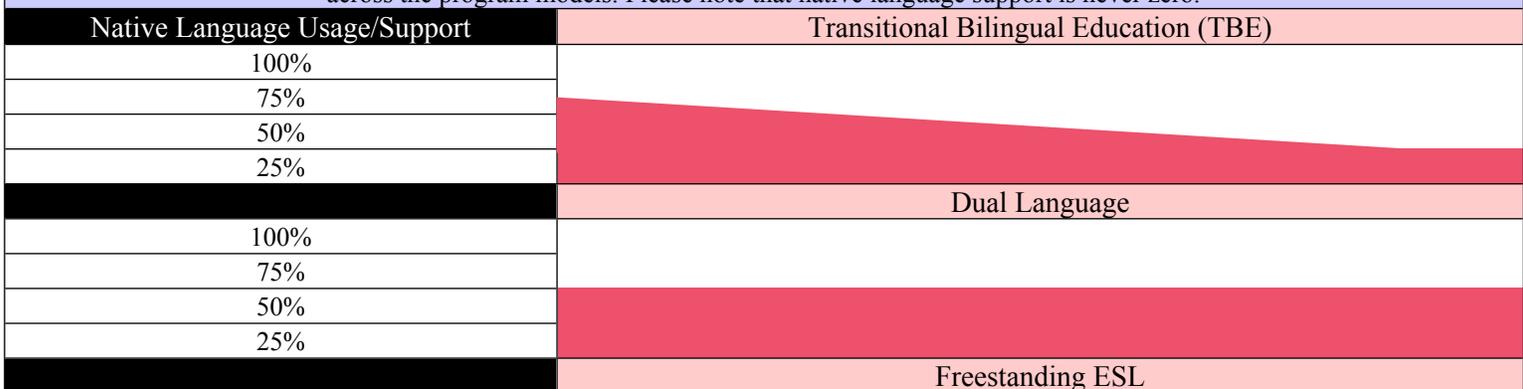
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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 /SPEAKING	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													
READING/ 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	

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. 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 results of students' performance on state assessments are examined, most did not fare well on state assessments. Students will be encouraged to take advantage of our various academic intervention programs available before school and the few weeks, on Saturdays, which precede 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 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

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

**School Name: Life Sciences Secondary School**

**School DBN: 02M655**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		
	Network Leader		
	Other		

**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>Despinia Zaharakis/Jayne Godl</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>721</b>	Total Number of ELLs	<b>58</b>	ELLs as share of total student population (%)	<b>8.04%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Parents of new entrants to our school are given the Home Language Identification Survey for completion by the pupil accounting secretary Ms. Lopez 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	7
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	14	0	4	18	0	0	18	0	1	50
<b>Total</b>	<b>14</b>	<b>0</b>	<b>4</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>50</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 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							2	4	2	10	10	7	8	43
Chinese							0	1						1
Russian														0
Bengali														0
Urdu												1		1
Arabic										1		1	1	3
Haitian												1		1
French													2	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>11</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>52</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 licensed 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

- foreign language (LOTE) classes

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

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

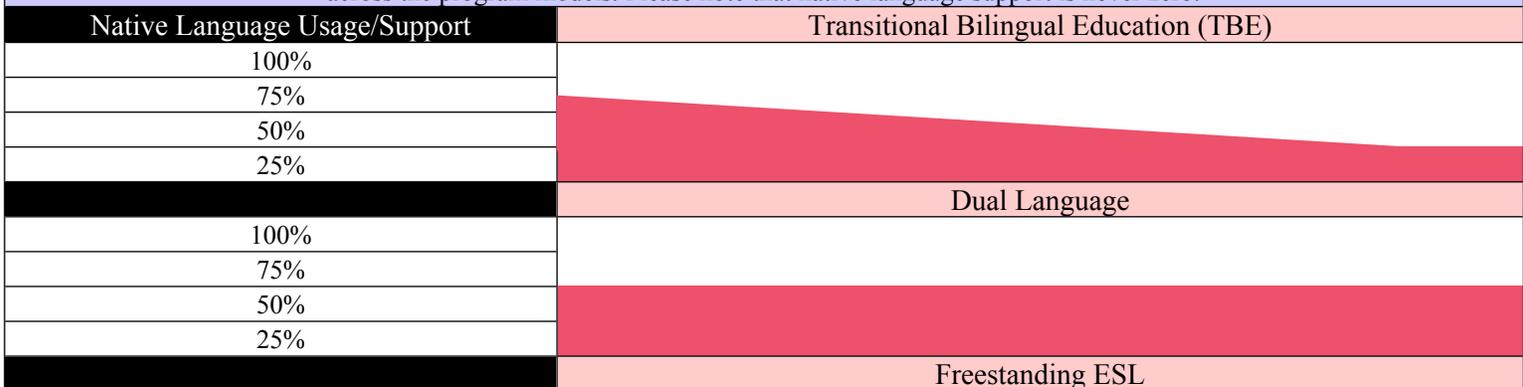
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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 /SPEAKING	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													
READING/ 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	

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. 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 results of students' performance on state assessments are examined, most did not fare well on state assessments. Students will be encouraged to take advantage of our various academic intervention programs available before school and the few weeks, on Saturdays, which precede 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 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

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

**School Name: Life Sciences Secondary School**

**School DBN: 02M655**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		
	Network Leader		
	Other		

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Life Sciences Secondary School	DBN: 02M655
Cluster Leader: Despina Zaharakis	Network Leader: Jayne Godlewski
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on data retrieved from 2012 NYSESLAT, ARIS, and HLS, students who are at the beginner and intermediate levels in grades 6-12 will receive supplemental instruction from both a certified ESL teacher and a teacher who is certified in another core academic area. Students will receive this supplemental instruction in an after school program once a week for the duration of one hour by a certified ESL teacher. (PLEASE PROVIDE A SCHEDULE FOR THE PUSH-IN MODEL DURING THE DAY) Additionally, the ESL teacher will provide additional instruction to identified students using a push-in model. The language of instruction will be English. Various materials will be used. See attachment.

### 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: (SPECIFY SCHEDULE AND DURATION) Professional development is offered to teachers during monthly department conferences and professional development days by the assistant principal Grace Dike and contracted professional development provider Dr. Andi Stix. Topics include but are not limited to strategies to strengthen reading, writing skills, and improve students' performance on state assessments. Additionally, methods to differentiate instruction, understand assessment outcomes, and strategies for students' success in core curriculum subjects will be covered. Time frame 6 months{ Nov/Dec/Jan/Mar/Apr/May}@ \$275p/h for 1hr session.

### 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: (SPECIFY TOPICS TO BE COVERED)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 programs to which they are invited. Our outreach efforts will be translated in their home language and on days of special programs, a translator will be

**Part D: Parental Engagement Activities**

available to assist. Our parents will be notified via mail/telephone contact of a special breakfast program in February and May. ESL teachers Angela Pieter and Elena Rubiconti and assistant principals Grace Dike and Steve Gilhooley will be participants. Topics will included, but not limited to; What is ESL; LAB-R; NYSESLAT. What designates a student who is a beginner - intermediate- advanced. What is tested out and how long is a student entitled to services.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	a. \$5,200 push-in salary ESL b. \$2,007.60 per session c. \$1,154.37 per session (PLEASE USE THE CURRENT PER SESSION RATES)	a. To provide supplemental instruction during the day, certified ESL teacher Elena Rubiconti will provide one period per day to entitled students. b. Students will be provided with after school/Saturday Supplemental instruction by a certified ESL teacher 2 wks x 1 hour x 20wks @ \$50.19 = \$12007.60 c. Translation services provided by 2 certified /qualified teachers; 2 teachers x \$50.19x 11.5 hours = \$1,154.37
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 will provide professional development services to teachers of Language Arts, including ESL. 6 sessions@\$275p/h x1hr = \$1,650.00.
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	Teacher will select specific materials for the supplemental instructional program which will be used solely for the program.
Educational Software (Object Code 199)		
Travel		

**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.
Other	\$150	For the special February and May 2013 programs; funds will be used to provide the breakfast for participating parents.
<b>TOTAL</b>	<b>\$11,161.97</b>	