

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: LIFE SCIENCES SECONDARY
DBN (i.e. 01M001): 02M655
Principal: FIA DAVIS
Principal Email: FDAVIS3@SCHOOLS.NYC.GOV
Superintendent: FRED WALSH
Network Leader: ADA CORDOVA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Genevieve Stanislaus	*Principal or Designee	
Steven Kirby	*UFT Chapter Leader or Designee	
Betty Figueroa	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
Emma Blankenship & Quenell Redden	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Shari Forrest	Member/ Teacher	
Mary Ellen Reidy	Member/ Teacher	
Christy Colvin	Member/ Teacher	
Lizzette Castro	Member/ Parent	
Keisha Rowe	Member/ Parent	
Mona Smalls Margarita Moise	Member/ Parent 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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2015, 30% of grade 6-8 students with disabilities (SWD) and English language learners (ELL) will move at least one level up by scoring at level 2 or above on the 2015 New York State Grades 3-8 Common Core English Language Arts test.

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 2014 NYC School Quality Guide/Snapshot continue to illustrate that many of the middle school students are performing below their peers in similar schools. 2014 NYS Grade 3-8 Common Core English Language Arts Tests data clearly indicates a need to continue assisting these students in meeting proficiency standards for (Level 3 or 4). There are no grades 6-8 students with disabilities (SWD) and English language learners (ELL) who met this standard. The need to assist SDW's and ELL's requires the implementation of comprehensive remedial programs (i.e. after school tutoring, Saturday AIS, and summer school). 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 and goal for the 2014-2015 school year.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1. English, social studies and Special Education teachers will implement a literature-based curriculum that develops analytical thinking, fosters reading partnerships, essay writing activities, exposure to DBQ's with strategies to support appropriate responses that is thorough and grammatically correct.
2. English, social studies and Special Education teachers will use rubrics aligned to the NYS Common Core Learning Standards in ELA (CCLS in ELA) and align their assessment to released Common Core 3-8 ELA State Test Questions available on EngageNY.
3. Students will be provided with before/after school programs serving as an intervention initiative.
4. The targeted population will be programmed for extended day classes in literacy, Saturday academy, test preparation classes, Kaplan SATprogram, extra curriculum programs (i.e. clubs, school newspaper, etc.).

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

1. English, social studies and Special Education teachers along with the staff developers
2. English, social studies and Special Education teachers Inquiry Team and the attendance team
3. Inquiry Team and the attendance team
4. Administration, program chair, Inquiry Team, guidance counselors will contribute to the selection of specific targeted population

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

1. Administration will do formal and informal observations; review of minutes from monthly department meetings
2. Rubrics and sample assessments will be posted in the classroom; Periodic assessment to gauge students' progress
3. After school programs and AIS Saturday programs will be operational.
4. Inquiry team will review data to make informal recommendations, attendance sheets reviews and kept on file.

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

1. September 2014 - June 2015
2. September 2014 - June 2015
3. October 2014 – April 2015
4. September 2014-April 2015

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

1. Staff developers from NYU and "Interactive Classroom" will be hired to work with teachers and to share updates on teachers' progress with administration; administration will observe teachers in alignment with Danielson's Framework
2. No cost associated with this activity
3. Teachers will be hired to offer before/after school programs serving as an intervention initiative
4. Teachers will be hired to offer extended day classes in literacy, Saturday academy, test preparation classes, Kaplan SATprogram, extra curriculum programs (i.e. clubs, school newspaper, etc.).

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).

1. Parents of students with disabilities/ELL will participate in the parent-student orientation. Parents will engage in conversation with the guidance counselor and related service providers to have an understanding of promotional requirements as it relates to SWD and ELL
2. Parent Association meetings with specific agendas to address concerns of parents of SWD and ELL. Parents will attend scheduled meetings (i.e. Chancellor's Parent-Teacher Conferences, open-house activities, etc).
3. Parents will discuss academic progress with the Special Needs teachers as it relates to the Individualized Educational Program (IEP) goals English Language Learner parents will be invited in for a special presentation
4. Title 1 parents will be invited in for a special presentation to keep them informed about promotional requirements and programs that will assist the student in meeting promotional requirements.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

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 2015, 30% of grade 6-8 students with disabilities (SWD), English language learners (ELL) and eligible level 1 students will move at least one level up by scoring at level 2 or above on the 2015 New York State Grades 3-8 Common Core Mathematics test.

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 2014 NYC School Quality Guide/Snapshot continue to illustrate that many of the middle school students are performing below their peers in similar schools. 2014 NYS Grade 3-8 Common Core Mathematics Tests data clearly indicates a need to continue assisting these students in meeting proficiency standards for (Level 3 or 4). There are no grades 6-8 students with disabilities (SWD) and English language learners (ELL) who met this standard. The need to assist SDW's and ELL's requires the implementation of comprehensive remedial programs (i.e. after school tutoring, Saturday AIS, and summer school). 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 and goal for the 2014-2015 school year.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. Middle school mathematics teachers will align instruction that will support assistance to level one student with SWD and ELL.
2. Middle school mathematics teachers will participate in professional development opportunities both in-house and at various DOE/CFN/ school affiliated venues.
3. Middle school mathematics teachers will use the existing rubrics aligned to the NYSED CCLS in Mathematics based on Engage NY
4. Students will be provided with before/after school tutoring in mathematics, as well as Saturday academy, test preparation strategy classes.
5. Inquiry Team will address possible strategies available to support this goal via data review
6. Monthly department meetings will focus on strategies/activities for a more effective outcome with teacher input.

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

1. Middle school teachers, Assistant Principal of Supervision (APS)
2. Selected middle school mathematics teachers
3. Middle school mathematics teachers
4. Assistant principals, guidance counselors and program chair
5. The inquiry team will consist of a teacher from each major discipline as well as the administrative cabinet
6. Middle school mathematics teachers , Assistant Principal of Supervision

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

1. Administration will do formal and informal observations in alignment with the Danielson's Framework
2. Weekly feedback to instructional staff from staff developers and the administration
3. Rubrics and sample assessments will be posted in the classroom; Periodic assessment to gauge students' progress
4. Weekly attendance sheets will be reviewed, shared with the support team and minutes kept on file
5. Inquiry team will review data to make informed recommendations
6. Review of minutes and I-logs entries

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

1. September 2014 - June 2015
2. September 2014 - June 2015
3. September 2014 - June 2015
4. October 2014 – April 2015
5. September 2014-April 2015
6. September 2014 - June 2015

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

1. Staff developers will be able to share updates on teachers' progress with administration; administration will observe teachers based in alignment with the Danielson's Framework
2. Hiring per-diem substitutes to cover teachers attending PDs at various DOE/CFN/ school affiliated venues

3. No cost associated with this activity
4. Teachers will be hired to offer before/after school programs serving as an intervention initiative
5. The inquiry team will meet weekly to support goal initiative
6. Funding to permit programming teachers for common planning time

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).

1. Parents will receive telephone calls, postcards and notices informing them of meetings and special events.
2. Parents will engage in conversation with the subject teacher, guidance counselor and related service providers to have an understanding of promotional requirements as it relates to the NYS-mathematics assessment.
3. Parents will attend scheduled meetings (i.e. Chancellor's Parent-Teacher Conferences, Tuesdays' Parental Engagement sessions; open-house activities).
4. Parents will discuss academic progress with the Special Needs teachers as it relates to the IEP goals and the outcomes on the New York State mathematics assessment.
5. English Language Learner parents will be invited in for a special presentation to keep them informed of the academic progress.
6. Title 1 parents will be invited in for a special presentation to keep them informed about academic progress and programs that will support promotional requirements.

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	x	Title III	x	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
New York State Tax Levy (NYSTL) funds; Students in Temporary Housing (STH) funds								

Goal and Action Plan #3

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 2015, four-year graduation rate will increase by 20%.

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.

Our 2014 Quality Report snapshot illustrates that some students are not graduating with their cohort; but are taking additional year(s) to complete graduation requirements. Data from the 2014 Quality Report shows that students perform below the passing threshold level on the NYS social studies American History regents. All high school students identified as at-risk(level one) will be programmed to receive additional instruction in core subjects. The need to assist low performing students; as well as SWD and English language learner students; requires the implementation of comprehensive remedial classes (i.e. infused in their programs, after school tutoring, Saturday AIS, and summer school).

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. Students' transcripts and report cards will be reviewed by their guidance counselor and assistance principals
2. Quarterly meetings will be scheduled to meet with parents of at-risk students
3. Teachers and Inquiry team will use data to review similar areas of concern
4. Students will be provided opportunities to make up lost credit and to re-take any failed NYS regents
5. Students will be programmed to take required NYS regents examination upon completion of the course
6. Selected teachers of social studies will be programmed to teach struggling students in Global and U.S. History

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

1. Grade assigned guidance counselors and assistant principal of supervision
2. Parents of at-risk students; guidance counselors and AP's
3. Core subject area teachers, the inquiry team
4. Assistant principals, guidance counselors, program chair and inquiry team, selected teachers of the core subjects
5. Assistant principals, guidance counselors, program chair
6. Selected teachers of the core subjects

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

1. Monitor the number of students programmed for review classes
2. Log of communications and meetings with parents of at-risk students
3. Inquiry team will review data
4. Review credit accumulation and the results of mock Regents exams
5. Results of the January 2015 Regents exams
6. Results of the June 2015 Regents exams in Global and U.S. History

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

1. September 2014
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014-June 2015
5. December 2014, May 2015
6. February-May 2015

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

1. No cost associated with this activity
2. Frequent communications with parents via progress reports, face-to-face meetings
3. Budget to support inquiry team
4. Budget to support after school classes, Saturday AIS and mock regents
5. No cost associated with this activity

6. Hire social studies teachers to provide before/ after school help.

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).

1. Parents will receive telephone calls, mailed postcards and notices (language specific) informing them of meetings and special events.
2. Parents will engage in conversation with the subject teacher, guidance counselor and related service providers to have an understanding of promotional requirements as it relates to graduation requirements.
3. Parents will attend scheduled meetings (i.e. Chancellor's Parent-Teacher Conferences, Tuesday's parent engagement sessions; open-house activities).
4. Parents will discuss academic progress with the Special Needs teachers as it relates to the Individualized Educational Program (IEP) goals and the outcomes on the New York State mathematics assessment.
5. English Language Learner parents will be invited in for a special presentation to keep them informed of the promotional requirements.
6. Title 1 parents will be invited in for a special presentation to keep them informed about promotional requirements and programs that will assist the student in meeting graduation requirements.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #4

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

5. Strategies/activities that encompass the needs of identified subgroups

1.

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

6.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

7. Strategies/activities that encompass the needs of identified subgroups

1.

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

6.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Middle school students are programmed for additional instructional periods in English language arts to enable them to meet promotional criteria on the NYSED assessment. • Entering 9th graders with a proficiency level of 1 or 2 are programmed for additional instructional periods in English/Language Arts in small group settings with a qualified teacher. • Students in grade 10 and higher; will be provided with additional instructional to support their performance and progress leading towards meeting the NYSED Regents graduation requirements. 	<ul style="list-style-type: none"> • Students are provided with tutorial assistance in a small group setting. • One-on-one sessions • Scholastic Reading180 laboratory 	<ul style="list-style-type: none"> • At the start of the day and during the instructional day • At the start of the day and during the instructional day • After school program • Saturday Academy
Mathematics	<ul style="list-style-type: none"> • Middle school students are programmed for additional instructional periods in mathematics that will enable them to meet promotional criteria on the NYSED in mathematics • Entering 9th graders with a proficiency level of 1 or 2 are programmed for additional instructional periods in mathematics. • Students in grade 10 and higher; will be provided with additional instructional to support their performance and progress leading towards NYSED Regents graduation requirement. 	<ul style="list-style-type: none"> • Students are provided with tutorial assistance in a small group setting. • One-on-one sessions • Mathematics skills building thru our technology laboratory 	<ul style="list-style-type: none"> • At the start of the day and during the instructional day • At the start of the day and during the instructional day • After school program • Saturday Academy
Science	<ul style="list-style-type: none"> • Middle school students will be programmed for one additional science class that provides laboratory hands-on opportunity. • To support their performance and progress leading towards proficiency on the NYS- 8th grade science assessment. • High school students will be programmed for two additional science periods that allow them laboratory exposure. • Our science curriculum will support their performance and progress leading towards NYSED Regents graduation requirement. 	<ul style="list-style-type: none"> • Middle school students will be provided with six periods a week of science with a certified science teacher. • High school students will be provided with seven periods a week of science laboratory with a highly qualified and certified science teacher. 	<ul style="list-style-type: none"> • One period weekly • Two periods weekly • Our Saturday Academy program with a certified science teacher will provide opportunities for students to make-up missed science labs.

<p>Social Studies</p>	<ul style="list-style-type: none"> • Instructional materials are aligned with the CCSS, as well as project-based learning through the use of technology 	<ul style="list-style-type: none"> • Middle school students are programmed for instructional periods in small group settings during the day. • Students are provided with opportunities to gain fluency in responding to DBQ's through the examination of primary /secondary documents 	<ul style="list-style-type: none"> • Tutorial assistance is provided before school, after school and during the day. • Students are invited to our Saturday Academy program with a certified social studies teacher to better their writing skills on responding to DBQ's.
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Any identified at-risk student is seen by a certified counselor and school social worker • Assigned school psychologist is active participants in all at-risk cases; as well as requested MDR's 	<ul style="list-style-type: none"> • Students who are identified as having adjustment concerns are seen by a certified guidance counselor/social worker/school psychologist. • Our counselors assist in guiding at-risk students that will allow them to create strategies that will enable them to be focus, responsible with successful outcomes 	<ul style="list-style-type: none"> • Immediately and on-going

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	X	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
When recruiting teachers we seek those candidates who have excelled as students themselves and are always seeking to select teachers who are certified in a subject area. In addition, teachers are matched to mentors who are either in-house staff members or are part of our collaboration with NYU and the Interactive Classroom staff developer. Teachers meet monthly in their specified subject areas to share educational ideas as well as provide support to fellow teachers. Outside vendors are selected to provide after school staff development programs to our teachers. Teachers are assessed frequently in an effort to provide on-going feedback entailing discussions and challenges

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our Title 1 funds support staff developers in the areas of science, mathematics and literacy. These staff developer s are in our classrooms modeling lessons and conducting planning sessions. Every teacher and staff developers is provided with the NYS common core standards; in addition , all department meetings are centered on CCSS; as well as teacher-made assessments

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are set aside to address the needs of students who are identified as "STH". These funds are used to provide students with appropriate clothing, school supplies (i.e. notebooks) transportation and other essential needs. In addition, funds are also set aside to provide translation services (i.e. translating documents into home language, etc) in an effort to promote and enhance parent involvement. Our funds are also utilized to provide enrichment programs for our Title 1 students, to support our Parent Association efforts to increase parental awareness and involvement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
The funds provided thru Title 1 are used to program students with additional instructional support in Literacy and Mathematics. Identified students receive three additional periods each week in either literacy and /or mathematics giving these students a total of 8 periods each week. Our Title 1 funds also provide all targeted assistant students with remedial classes in mathematics, literacy, and science. These students are provided with two years of instruction in these areas before they are permitted to take the NYS Regents examination. The two-year programs for these students have strengthened their skills and confidence to perform proficiently on State assessments.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
All Title 1 funds are budgeted to assist all students in providing them with academic opportunities in all major subject areas, as well as exposing students to accelerated curriculum thru Advanced Placement classes; additional regents in foreign language; mathematics and science. These additional NYS Regents provides our students the opportunity to graduate with an Advanced Regents Diploma with

distinction. Students taking Advance Placement courses are scheduled to take the Advanced Placement assessment; which affords these students the opportunity to enter the college of their choice with college credits

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, 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 our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 655
School Name Life Sciences Secondary School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Genevieve Stanislaus	Assistant Principal Grace O. Dike
Coach	Coach
ESL Teacher Angela Pieter	Guidance Counselor Dianah Cantres
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Cecilia Marshall
Related Service Provider N/A	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	802	Total number of ELLs	70	ELLs as share of total student population (%)	8.73%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							1	1	1	3	3	2	1	12
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	3	3	2	1	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	0
SIFE	10	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	39

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0		0
Dual Language	0	0	0	0	0	0	0	0		0
ESL	11	2	0	20	4	0	39	4		70

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	11	2	0	20	4	0	39	4	0	70
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
Arabic														0
Urdu														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	1	4	26	9	5	11	60
Chinese														0
Russian														0
Bengali												1		1
Urdu										1				1
Arabic								1		2	1		1	5
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	2
TOTAL	0	0	0	0	0	0	4	2	4	30	10	5	15	70

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0	5	0	0	0	5
Intermediate(I)							2	1	1	5	2	0	6	17
Advanced (A)							2	1	3	20	8	5	9	48
Total	0	0	0	0	0	0	4	2	4	30	10	5	15	70

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	0	0	0	4
7	2	0	0	0	2
8	3	0	0	0	3
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		1		1		0		4
7	0		2		0		0		2
8	1		0		0		0		1
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		2	
Integrated Algebra	9		4	
Geometry	3		3	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	3		0	
Living Environment	11		6	
Physics	0		0	
Global History and Geography	11		0	
US History and Government	9		4	
Foreign Language	0		0	
Other _____	0		0	
Other _____				
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	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								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Classroom assessments and students' scores on the NYSESLAT are used to assess the literacy skills of ELLs. The data shows that students' performance vary across the core subjects. Students appear to struggle with writing. To help strengthen the writing skills of our students, teachers are required to infuse writing throughout the instructional day in the various subjects.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data reveals that students, irrespective of relative proficiency in speaking and listening, struggle with reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
To strengthen listening and speaking skills of students, instruction is in the target language of English throughout the instructional day. To strengthen students' writing and speaking skills, students are expected to write answers to questions in their notebooks as well as on the board and explain their answers to their classmates. Classmates may question the students about the written work and elicit explanations from the writer. To strengthen the reading and writing skills of students, writing and reading are infused throughout the instructional day. Additionally, teachers are instructed to include reading assignments in daily homework assignments.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
Of the nine middle school ELLs we have, four of them , slightly less than fifty percent were intermediate in the most recent NYSESLAT scores. Five of the nine middle school students' scores were advanced. Our remaining population of ELLs are high school students. More than fifty percent of them were advanced in their most recent NYSESLAT scores. This suggests that students' proficiency levels increases over time. Our students tend to choose to take state assessments in English. This helps to strengthen their skills in English reading and comprehension.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Use of native language as a scaffolding to support comprehension is an approved and acceptable instructional technique and has been shown to facilitate learning. In addition, teachers create word-walls, provide small group instruction and learning centers within their classrooms; as well as, require written and oral responses and provide instruction whereby, students must make oral presentations. Engagement is a primary practice for our ELL students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our success for ELLs by their performance on state assessments and graduation rates. We endeavor to offer after school tutoring and Saturday tutoring a few weeks before the Regents Examinations each term to help students fare well in class room assessments as well as state assessments. ELLs as well of the rest of our students are encouraged to attend. They are given metro-cards and are given snacks when they attend. Students who take advantage of these services fare better on assessments and tend to graduate.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 licensed 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. This will be completed within ten days of school enrollment. English Language Learners (ELLs) must take the New York State English as a Second Language Achievement Test when it is administered. All ELL students are evaluated annually to assess their levels of proficiency in accordance with New York State guidelines when assessments are administered beginning in April and ending in May.

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.
We offer only free standing English as a Second Language program. We do not offer Transitional Bilingual and Dual Language Programs. Any student requiring a Transitional Bilingual or Dual Language Program will be referred to ELL ProgramTransfers@schools.nyc.gov; so that they can be service accordingly. Finally, once the completion and submission of the Home Language Identification Survey has been evaluated; parents of students who qualify for English as a Second Language class are informed by letter.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
After completion and submission of Home Language Identification Surveys, entitlement letters are mailed to parents of students who require English as a Second Language class. Copies of the letter are stored.
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.
After LAB-R is administered to students whose home language is other than English, their scores are used to determine their placement in English as a Second Language classes. Their parents are informed by mail.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The four modalities of the New York State English as a Second Language Achievement Test are administered to English Language Learners according to the guidelines established by New York State Education Department.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
We offer only free standing English as a Second Language classes to students who score less than proficient on the LAB-R.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our organizational model for our English as a Second Language program is self-contained. Students are programmed for the number of periods possible to enable students to meet their promotional and graduation requirements. To this end, students' grouping are heterogeneous.

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)?

Every effort is made to program students for the number of minutes required to enable students to meet their promotional and graduation requirements. Teachers use textbooks as well as other written material to deliver instruction to students to teach students the four modalities of listening, speaking, reading, and writing.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

We have only free standing English as a Second Language classes, therefore instruction is delivered in content areas in the target language of English to increase language acquisition skills of students. Efforts are made throughout the instructional day to ensure that students read, write, speak, and listen in the target language of English. The Common Core Learning Standards are taught to English as a Second Language students and non English as a Second Language students in their regularly scheduled classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We have only free standing English as a Second Language classes. All classes are taught in English to expedite English Language acquisition. It is acceptable practice to have "native language support" utilized in the classroom as a scaffolding to facilitate comprehension; however the instruction is delivered in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the instructional day and in homework assignments, students are given the opportunity to read, write, listen, and speak in the target language of English to increase English language acquisition skills. Class room assessments as well as state assessments are used to evaluate students' English language acquisition skills.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated throughout the instructional day to meet students where they are. Students are put in groups in classes whenever possible to help students learn from each other and improve the communication skills of English as a Second Language students. Additionally, tutoring is offered to students before the start of the school day and after school. When Saturday tutoring is offered, a few weeks before Regents Examinations each term, students at the various levels of proficiency on the continuum are encouraged to attend.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

N/A

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

N/A

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		
0			
0			
0			
0			

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

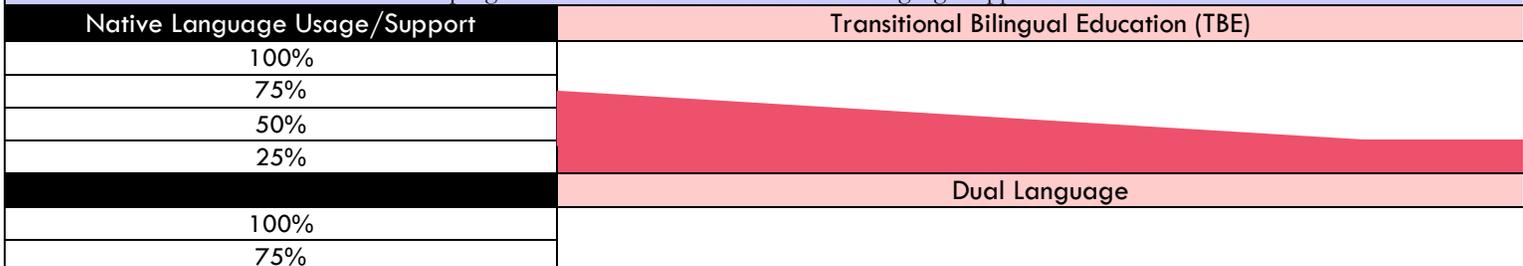
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We offer tutoring before school and after school in various subjects to all of our English as a Second Language students as well as our non English as a Second Language students. The language of instruction is English. A few weeks before state assessments are given, we offer Saturday Regents tutoring to students. Students who attend receive metro cards and snacks.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of our current program is evidenced by the number of our ELLs who pass state assessments and graduate.
11. What new programs or improvements will be considered for the upcoming school year?
We will continue to provide academic intervention classes to our students and engage parents to assist in ensuring that their children attend classes regularly and complete homework assignments to help strengthen their English language acquisition skills.
12. What programs/services for ELLs will be discontinued and why?
None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Tutoring is offered to ELLs as well as our non-ELL students before school and after school. A few weeks before state assessments, we offer Saturday Regents tutoring to our students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instructional materials used include textbooks and other text. Our teachers use Smartboards and students are involved in lessons by having them use the Smartboard as they write solutions to problems on the board. Our students have access to computers which a teacher can request to have brought to the room. We have two computer labs as well. Some of our ELLs are programmed for technology classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We have only free standing ESL. Our language of instruction is in English to expedite English language acquisition skills for our students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Textbooks and other resources are grade-level appropriate to help students become better readers, writers, speakers, and listeners of the English Language.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly assigned ELL students are programmed with an English as a Second Language teacher who speaks several languages to help students transition to the English Language. Students are also assigned guidance counselors with whom they can discuss any issues they may encounter. Other pedagogues are also available to assist our students.
18. What language electives are offered to ELLs?
We offer French and Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Teachers receive professional development throughout the school year via department conferences, faculty conferences, and Chancellor's Professional Development Days. The Common Core Learning Standards were discussed with teachers during the Chancellor's Professional Development Days in September. Teachers were also referred to ENGAGE NY, the New York State Education Department site on which information about Common Core Learning Standards are posted. In addition, teachers are allowed to participate in outside professional development opportunities that are held at various colleges/universities. Our CFN is actively engaged in providing services as well as our partnership with NYU - Urban Education Center. Whenever, teachers participate in these programs, they are asked to bring back agendas/ documents, sign-in sheets which are kept on file and all in-house professional development workshops have a required sign-in sheet which is also kept on file.

D. Parental Involvement

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

Parents are informed about their children's progress via interim reports sent to them by their children's teacher in their home language, as a form of academic intervention. Parents are also invited to attend parent teacher conferences and the use of translational services provided by the DOE is made available. Additionally, parents are always welcome to our school to inquire about their children's academic progress. We provide workshops for our ELL parents and pool their interest so that we can assist their children better. Throughout the year we have open house activities and assemblies that encourages parental inclusion. This allows us an opportunity to survey their concerns, interests and ideas.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02M655**

School Name: **Life Sciences Secondary School**

Cluster: _____

Network: **206**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

During orientation and intake sessions with parents or guardians of prospective students, the parent's ability to communicate is assessed. In addition all parents take the Home Language Survey, which will enable the school to better assess their language capabilities. Oral translations are provided by members of staff who are fluent in the language needed for parent/guardian. There has not been a situation in which oral translations services have not been provided, when necessary. When written material are provided in a language other than English by a staff member who is proficient in the needed language such as Spanish. A pedagogue/staff member will provide written translation(s) which are sent to parents/ guardians. Should a parent need assistance in a language that we are not able to provide to them; we reach out to the DOE translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our finding is that oral and written translations are provided when necessary to any parent/guardian. In addition, staff has been informed as to who can communicate with parents or guardians in the specific language for interpretation services.. The school's community is cognizant of all staff members who can provide translation services in the various languages that they encounter.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our high incidence language is Spanish. Several pedagogue/ staff members presently provides written translation services. Although it has not been the case, if there is need to translate a low-incidence language, the Department of Education's translations service providers will be utilized. All school related documents are sent home in dual languages i.e. English and Spanish. Our students' planners are provided by an outside vendor, who also recreates all information in Spanish.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided, as necessary, by school staff to meet the needs of our non-English speakers parents/guardians. The language of highest incidence presently is Spanish. We have several staff members who are fluent speakers of Spanish and readily available to translate..

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

All language interpretation services posters are located at the primary entrance to our school; as well as in our general office and outside the parent coordinators office. Whenever interpretation services are required, they will be provided via a member of our staff or through the Department of Education's Translation services.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Life Sciences Secondary School	DBN: 02M655
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 13
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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 2014 NYSESLAT, ARIS, and HLS, students who are at the beginner and intermediate levels in grades 7-10 will receive supplemental instruction from both a certified ESL teacher. Students will receive this supplemental instruction in an early morning program once a week for the duration of 30 minutes by a certified ESL teacher.

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: Professional development is offered to teachers during after school professional development conferences on Mondays. Additional professional development will be provided on dedicated 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.

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

Part D: Parental Engagement Activities

Begin description here: Parents of students who are entitled to services will be informed through letters/documents sent via mail; documents sent via the student; through our call-out telephone system and at special 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 available to assist. ESL teacher Angela Pieter and assistant principals Grace Dike and Steve Gilhooley will participate in our September open-house .

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$6,720.00	To offset the salary of the ESL licensed teacher, who will provide morning tutoring opportunity for ELL students.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1,120.00	An approved contracted vendor will provide professional development services to teachers of Language Arts including ESL \$220p/h x 1hr=\$1100
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,240.00	*Purchasing supplemental instructional materials to support students who are participating in early morning tutoring.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$1,120.00	Parent involvement: open house, newsletter, stamps, envelopes, paper
TOTAL	\$11,200.00	_____