

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M655

School Name:

LIFE SCIENCES SECONDARY SCHOOL

Principal:

KIMBERLY SWANSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Life Sciences Secondary School School Number (DBN): 02M655
Grades Served: 6-12
School Address: 320 East 96th Street, New York, NY 10128
Phone Number: (212) 348-1694 Fax: (212) 348-4293
School Contact Person: Kimberly Swanson Email Address: kswanson2@schools.nyc.gov
Principal: Kimberly Swanson
UFT Chapter Leader: Steven Kirby
Parents' Association President: Keisha Rowe
SLT Chairperson: Shari Forrest
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Serina Gonzalez
Student Representative(s): Emma Blankenship
Quenell Redden

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, New York, NY 10001
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: 212 356-7563 Fax: 212 356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: (917)705-5856 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kimberly Swanson	*Principal or Designee	
Steven Kirby	*UFT Chapter Leader or Designee	
Keisha Rowe	*PA/PTA President or Designated Co-President	
Alex Torres	DC 37 Representative (staff), if applicable	
Serina Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kai Nedd	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marcella Morales Lugo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Steven Gilhooley	Member/ Assistant Principal	
Elyse Mauriello	Member/ Teacher	
Medinah Eatman	Member/ Teacher	
Nicauri Ramirez	Member/ Parent	
Yolanda Diaz	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Located on the border of the Upper East Side and East Harlem, Life Sciences Secondary School is a 6-12 school targeting students who are interested in pursuing careers in the sciences, particularly the medical field. The mission at Life Sciences Secondary School is to provide an innovative and rigorous academic curriculum that facilitates the development of critical thinking skills through project-based learning across all subject areas. Our students also have the opportunity to participate in a variety of elective courses, extracurricular activities, and athletic programs that allow them to pursue their passions. We nurture a safe environment where students know that they are capable of growing and improving. Our commitment is to prepare every student for high school, college, careers, and beyond.

Strengths of the school include a strong school culture and low staff turnover due to a collegial atmosphere where all staff support one other. Additionally, students benefit from many advanced level courses and electives connected to the life sciences field such as Advanced Placement (Biology, World History, Government, Literature), Forensics, and Toxicology. We also offer a variety of PSAL athletics and other extracurricular activities such as Model United Nations, Science Club, EduMaKate (a college preparation program), and ARISTA. This year LSSS is part of the Middle School Quality Initiative (MSQI) and the Learning Partners Program (LPP) with a focus on rigorous Instruction and collaborative teachers. Participating in MSQI and LPP will provide additional training and support for the community in these two areas. In addition, this opportunity will allow our staff to visit teachers in other schools and be exposed to new practices.

Currently, the greatest needs of the school community are 1) aligning our curriculum to the CCLS and ensuring that all students are exposed to rigorous tasks on a daily basis and 2) ensuring we meet the academic and social-emotional needs of all of our students including students with IEPs and English Language Learners. We have developed a theory of action aligned with these needs believing that if we continually develop the instructional expertise of our teachers in the creation of rigorous tasks for all students through professional development, cycles of inquiry, and frequent cycles of observation and feedback, then student intellectual engagement will increase through their production of work products that demand higher-level thinking skills.

A focus area this year is creating a more student-centered environment. Classroom instruction is currently highly teacher-centered and lacking rigor. Much of the professional development this year will be focused on creating learning targets aligned with the CCLS, aligning these targets to rigorous tasks, and creating unit plans using backward planning. Additionally, we are working to move all of our special education students to the Least Restrictive Environment and provide support to our ICT co-teachers who are primarily novices when it comes to this model of teaching. Finally, nurturing growth mindset is what ties all of our work together. Through professional development, workshops, and instruction, we are working to ensure that all stakeholders – staff, students, parents – develop a shared understanding that all adults and students can continuously learn and grow.

02M655 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	702	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	5	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	16	# Drama
# Foreign Language	24	# Dance	3	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	68.7%	% Attendance Rate		84.8%
% Free Lunch	71.5%	% Reduced Lunch		5.5%
% Limited English Proficient	8.6%	% Students with Disabilities		19.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		27.5%
% Hispanic or Latino	64.2%	% Asian or Native Hawaiian/Pacific Islander		3.5%
% White	3.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.33	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.46
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.7%	Mathematics Performance at levels 3 & 4		6.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		40.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	73.3%	Mathematics Performance at levels 3 & 4		65.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits		66.4%
% of 3rd year students who earned 10+ credits	75.3%	4 Year Graduation Rate		75.5%
6 Year Graduation Rate	74.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - 72% of middle school students were promoted in June 2015
 - In 2014-2015, no students tested proficient on the middle school math assessment
 - High school scholarship data reflects a 78% overall course pass rate for the 2015-2016 academic year
 - In 2014-2015, 47% of students passed the Integrated Algebra exam, 56% passed US History, 58% passed Global History, and 69% passed Living Environment
 - In 2014-2015, 26% of students reached the CUNY college readiness benchmarks
 - Over 60% of teachers were rated Highly Effective under the Advance rating system in the 2014-2015 academic year, however these ratings have been determined to have been inflated based on the initial observations of the 2015-2016 school year

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will create rigorous, CCLS-aligned tasks, lesson plans, and unit plans in all content areas resulting in a 5% increase in student pass rates across all state assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Participation in the Learning Partners Program (LPP) and Middle School Quality Initiative (MSQI) focused on professional learning around rigorous instruction, literacy, and teacher collaboration</p>	<p>Team Leaders, Teachers</p>	<p>July 2015 – June 2016</p>	<p>All Content Team Leaders, School Leadership, MSQI Instructional Coach, LPP Facilitator</p>
<p>Three periods of Department Team meetings per week focused on: Curriculum Development, Cycles of Learning, and ICT Co-Teacher planning.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>School Leadership, Team Leaders</p>
<p>Weekly whole staff professional development focused on creating a shared school-wide understanding of rigor and the creation and implementations of rigorous tasks in every classroom, every day.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>School Leadership, Team Leaders</p>
<p>Data Specialist from NYCLA will provide professional development to Department Teams on analyzing student test data and making strategic instructional decisions based on their analysis.</p>	<p>Teachers</p>	<p>December 2015</p>	<p>School Leadership, Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Principal; Assistant Principal; Team Leaders; Monday professional development block; MSQI Coach; LPP Facilitator; NYCLA Coach; LPP and MSQI funding for per session and OTPS; 3 times per week Department Team meeting time</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Students took the NYC Performance tasks in October and will take them again in January to measure growth and identify next steps; 75% of students will show growth from September through January.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- The 2014-15 school survey data reveals the following:
 - 42% of students disagree or strongly disagree with the statement, “I feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school.”
 - 33% of students disagree or strongly disagree with the statement, “The teachers at this school notice when I am upset or having emotional difficulty.
 - Over half of the incidents reported in OORS from 2014-2015 involve students with IEPs.
 - Historically, there has been a lack of both social-emotional supports for students and clear, appropriate, and consistently applied consequences for inappropriate behavior.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the implementation of Restorative Circles, a Positive Behavior Intervention System, and the integration of guidance and discipline systems will ensure that students feel physically and emotionally secure as measured by a decrease in incidents reported in OORS and the number of students suspended between September 2015 and June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
Implementation of Restorative Circles and a Positive Behavior Intervention System	Teachers, Students	October 2015-June 2016	Principal, Assistant Principal
Creation of systems and structures for safety and student behavior	Teachers, Students	September 2015-June 2016	Principal, Assistant Principal
Implementation of a Pupil Personnel Team that meets weekly, identifies struggling students, determines appropriate interventions, tracks interventions, and assigns students to staff mentors; Team will include Principal, Guidance Counselor, General Education Teacher, and Special Education Teacher	Teachers, Guidance Staff, Students	October 2015-June 2016	Principal
Professional development, in-class activities, and parent workshops on growth mindset and restorative approaches to discipline	Parents, All Staff, Students,	October 2015-June 2016	Principal, Assistant Principals, Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>School Staff (Administration, Teachers, Guidance, Support Staff, Parent Coordinator); Restore 360 training through OSYD; Per session</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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- Roll out new discipline policies/ procedures in September; Evaluation and adjustments are ongoing
- Decrease in OORS incidents from November through February
- Restorative Circles rolled out by October
- Positive Behavior Intervention System in place by December

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | |
|---|
| <ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
| <ul style="list-style-type: none"> Teachers have not had common planning/ meeting time built into their schedules in previous years On the last Quality Review conducted, the school earned a developing rating on indicator 4.2 (Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning) |

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

Time will be built into the school day for teachers to work on Department Teams to engage in cycles of learning, create a rigorous CCLS-aligned curriculum, and co-plan with teachers they co-teach with in ICT and ENL settings resulting in a 10 percent increase in the number of 9th and 10th grade students earning enough credits to be on track for graduation.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote teacher-parent collaborations to improve student achievement. 			
Implement common planning periods three times per week for all teachers on Department Teams	Teachers	September-June	School Leadership, Programmer, Team Leaders

Identify Team Leaders and implement weekly meetings to provide training and support in facilitative leadership and to share practices/ feedback across teams	Team Leaders	September-June	Principal
Department teams will analyze qualitative and quantitative data and engage in cycles of learning where they will identify a research-based change idea to improve student outcomes; Coaching and support from LPP Facilitator around implementing cycles of learning	School Leadership, Team Leaders, Model Teachers	September-June	Assistant Principal, LPP Facilitator
Professional development facilitated by school leadership and the Special Education team on the expectations for co-teachers and the different co-teaching models	Teachers	October-February	Assistant Principal, Special Education Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher Leaders; LPP Coach; Per Session; Common Planning Periods											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Scholarship data will be analyzed each marking period; Teachers will work with their Department Team to identify Tier I and Tier II interventions for students not on track to earn credit in their courses										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - Over 60% of teachers were rated Highly Effective under the Advance rating system in the 2014-2015 academic year, however these ratings have been determined to have been inflated based on the initial observations of the 2015-2016 school year
 - Based on the 2013-2014 Advance data, Danielson domains 3b and 3c are were the areas where there was demonstrated need for improvement; Domains 1a, 1e, and 3 d have also been identified as areas of concern based on the initial observations of the 2015-2016 school year

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will receive a minimum of six observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching resulting in at least one level of growth in 1a, 1e, 3b, 3c or 3e by 75% of teachers from September 2015 through June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Specific goals set in collaboration between each teacher and their supervisor during the Initial Planning Conferences; Goals based on teacher self-assessment and initial observations for the 2015-2016 school year.</p>	<p>Teachers</p>	<p>September-October 2015</p>	<p>School Leadership</p>
<p>Implementation of Teach Boost used to track teacher observation data as a means of providing targeted coaching and differentiated professional development.</p>	<p>Teachers</p>	<p>November 2015-May 2016</p>	<p>School Leadership</p>
<p>Completion of 6 Advance observations for each teacher with specific, actionable feedback that is connected to professional development.</p>	<p>Teachers</p>	<p>November 2015-May 2016</p>	<p>School Leadership</p>
<p>Midyear self-assessment and adjustment of teacher goals in collaboration between each teacher and their supervisor.</p>	<p>Teachers</p>	<p>February 2016</p>	<p>School Leadership</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>									
<p>Principal; Assistant Principal; Team Leaders; Monday Professional Development Time</p>									
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Assessment of growth in domains 1a, 1e, 3b, 3c and 3e in February 2016; 40% of teachers show movement in one of these components</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - Approximately 20% of parents interact with the school directly each year. This is based on the parent survey, teacher feedback, and attendance at family events.
 - Over half of parents indicated that they communicated with their child's teacher one or fewer times about their child's performance in 2014-2015.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year we will engage and partner with our parent community through phone calls, mailings, Parent Association meetings and other family events resulting in 50% of our parent community engaging with the school community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Targeted outreach to parents for family events in the school coordinated by the Parent Coordinator (i.e. phone calls to senior parents for our College Night)</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, School Leadership, Teachers</p>
<p>Reinvigorate the Parent Association and School Leadership Team through targeted recruitment</p>	<p>Parents, Teachers, Students</p>	<p>October 2015-June 2016</p>	<p>Parent Coordinator, Principal</p>
<p>Production of a monthly newsletter to be mailed/ emailed to parents/guardians</p>	<p>Parents and Students</p>	<p>December 2015-June 2016</p>	<p>Principal, Parent Coordinator, Teacher and Student Contributors</p>
<p>Implementation of online grading system</p>	<p>Parents and students</p>	<p>January 2016</p>	<p>Teachers, School Leadership</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will use contractual teacher events and family engagement time, online grading system which will translate information into Spanish, and family focused special events including parent association meetings.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Double attendance at Parent Association meetings as compared to last year by December 2015</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Tier I (i.e. Word Generation)- all students. Tier 2 (i.e. tutoring)- student need as communicated by students, teachers, counselors and families.	Office Hours; After School Tutoring; After School Regents Prep; Lunchtime Tutoring; Saturday Regents prep; Co-teaching (Special Education)	Small Group; One-to-one; tutoring; online	Before School After School Lunch Periods
Mathematics	Tier I (i.e. Word Generation)- all students. Tier 2 (i.e. tutoring)- student need as communicated by students, teachers, counselors and families.	Office Hours; After School Tutoring; After School Regents Prep; Lunchtime Tutoring; Saturday Regents prep; Co-teaching (Special Education)	Small Group; One-to-one; tutoring; online	Before School After School Lunch Periods
Science	Tier I (i.e. Word Generation)- all students. Tier 2 (i.e. tutoring)- student need as communicated by students, teachers, counselors and families.	Office Hours; After School Tutoring; After School Regents Prep; Lunchtime Tutoring; Saturday Regents prep; Co-teaching (Special Education)	Small Group; One-to-one; tutoring; online	Before School After School Lunch Periods
Social Studies	Tier I (i.e. Word Generation)- all students. Tier 2 (i.e. tutoring)- student need as communicated by students, teachers, counselors and families.	Office Hours; After School Tutoring; After School Regents Prep; Lunchtime Tutoring; Saturday Regents prep; Co-teaching (Special Education)	Small Group; One-to-one; tutoring; online	Before School After School Lunch Periods
At-risk services (e.g. provided by the Guidance Counselor,	IEP mandated counseling; Recommendations by teachers; Post-	Counseling; Connecting students and families to outside services	Small Group; Individual	Throughout the school day; After School

<i>School Psychologist, Social Worker, etc.)</i>	suspension support where necessary			
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none">• Attendance at NYCDOE and university recruitment fairs• Recruitment from DOE pool of highly qualified applicants• Partnerships with New York City Teaching Fellows and Peace Corps Fellows• Co-teaching to ensure Students with Disabilities are in the Least Restrictive Environment• Pipeline to leadership for teachers (Model Teachers)

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Whole school professional development on Monday afternoons, on the Chancellor's professional development days, and daily during common planning time
Department Teams meet 3 times per week to work on the following: <ul style="list-style-type: none">• Cycles of learning• Co-teacher planning (ICT and ENL)• Curriculum Development

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. 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).

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Part 4: SWP Schools Only

4a. 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.).

4b. 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.
Measures of Student Learning Team includes teachers who select Local Measures of Student Learning. Teacher Leaders lead cycles of learning that use student data to improve instructional practice.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	358,319	x	5a, 5b, 5c, 5e
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	x	
Tax Levy (FSF)	Local	3,979,089	x	5d

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Life Sciences Secondary School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. Life Sciences Secondary 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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: <u>Life Sciences Secondary School</u>	DBN: <u>02M655</u>
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: <u>13</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on data retrieved from 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

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Kimberly Swanson	Assistant Principal Grace Dike
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Angela Pieter	School Counselor Dianah Cantres
Teacher/Subject Area	Parent Keisha Rowe
Teacher/Subject Area	Parent Coordinator Cecilia Marshall
Related-Service Provider Beth Feldman (Speech)	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	643	Total number of ELLs	41	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	20
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	18

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	9	1	2	14	2	4	18	1	14	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	0	0	0	0	0	0	1	1	3	14	7	7	2	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	1	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	1	0	2	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	4	2	4	0	0
Expanding (Advanced)	0	0	0	0	0	0	1	1	3	9	7	5	2	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	1	8	1	5	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	3	0	0	0	0
7	1	0	0	0	0
8	1	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	1	0	0	0	0	0	0	0	0
7	0	0	1	0	0	0	0	0	0
8	2	0	1	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	4	0	6	0	1	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2	0	1	0
Integrated Algebra/CC Algebra	10	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	9	0	2	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	11	0	4	0
Geography	11	0	4	0
US History and Government	1	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use LAB-R/NYSITELL scores, Spanish LAB-R scores, DRP assessments, informal tests of phonemic awareness and teacher observations of student reading and writing to assess the early literacy levels of our ELLs. New York City Performance-Based Tasks are also used to track progress. This data is recorded and shared at grade and department team meetings so that all teachers that come in contact with these students throughout the day are aware of their reading and writing levels. These discussions inform our instructional decisions across the curriculum.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our data reveals that 44% of our ELLs are long-term ELLs. Teachers will engage in inquiry work this year to identify the causes of this trend and to identify interventions to support this group of students. Data also reveals that students, regardless of proficiency, struggle with reading and writing. One of our schoolwide goals for this year is to implement strategies to improve the literacy skills of students with a specific lens on ELLs and SWDs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the AMAO tool to measure which students are making progress in English language acquisition. For AMAO 2, we met the target, however our data for AMAO 2 was not available.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Of our 5 middle school ELLs we have, all of them have scored at the expanding level. Our remaining population of ELLs are high school students. The majority of these students are also expanding. Most of our students take their State assessments in English, as this is the language of instruction. Overall, our ELLs have not performed well on the Middle School Assessments or the Regents exams, which is attributed to their lower scores on the reading and Writing sections of the NYSESLAT. One of our schoolwide goals for this year is to

implement strategies to improve the literacy skills of students with a specific lens on ELLs and SWDs.

We do not give the ELL Periodic Assessment, as the ENL Coordinator/instructor has not found it to be helpful in her past experience. Instead, the ENL coordinator/instructor develops NYSESLAT-based tasks to evaluate students' progress in each modality over the course of the year. She then shares this data with teacher teams.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

All teachers are supported in the development of literacy objectives related to the CCLS in all content classes. In addition, teachers focus on pre- and post reading strategies and vocabulary development (Word Generation) as well as strategies to contextualize the content such as visuals and hands-on demonstrations.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the target language?

b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The school leadership, inquiry teams, and individual teachers gather and disaggregate data from a variety of sources to determine the success of our programs for ELLs, including the School Quality Review, Quality Guide, scholarship data from each marking period, student transcript reviews, Regents pass rates and item analyses, NYC Performance-based assessments, class assignments and projects, interviews and surveys with students and parents, etc.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

Parents of new entrants to our school are given the Home Language Identification Survey for completion by the Pupil Accounting Secretary (Waleska Lopez) who is assisted by our licensed ENL teacher (Angela Pieter). Both parents and students are interviewed as part of this process. The Language Translation and Interpretation Unit is used for interpretation assistance as necessary. If this process determines that a student is eligible to take the NYSITELL or Spanish LAB, the exam is administered to the student by our ENL Teacher with support from our Assistant Principal of Supervision within ten days. Within 5 days, a letter is mailed home to parents with the results of the NYSITELL and notification of their child's eligibility for ELL services. Information on program selection is shared in this letter and through a parent orientation coordinated by the Assistant Principal. Students who need ENL services are programmed for the required courses based on their proficiency level. Parents then indicate their preference of program using the parent Survey and Program Selection form. If a parent selects the ENL program, students are immediately enrolled into this program. If a parent selects another program option, the Pupil Personnel Secretary coordinates a transfer, when possible, with the Division of ELLs. We have found that most of our ELLs choose to remain with us in our ENL program.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The Home Language Identification Survey is reviewed where the parent indicates prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or in their formal schooling, we proceed with the SIFE Identification Process. For students who test at the beginner, entering, low Intermediate or emerging levels of proficiency as indicated by the NYSITELL are administered the oral interview questionnaire. Students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish take the LENS assessment. SIFE status is then indicated in the BNDC screen within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The LPT determines NYSITELL eligibility for students entering school with IEPs. The LPT is comprised of the Assistant Principal of Supervision, our ENL teacher, our Special Education Liaison, and the student's parent. The LPT determines whether the student should take the NYSITELL based on the Home Language Identification Survey, the student's history of language at home and in school, information provided by the Special Education team as to whether the student's disability is a determining factor affecting whether

the student can demonstrate proficiency in English. In the event that the LPT determines that the student may have English language acquisition needs, the student is administered the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal will then accept or reject this recommendation and notify the parents within 3 school days of the decision. The timeline for parents to accept the LPT recommendation is 20 days. Interpretation is provided for the parent when necessary.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within 5 days of administration of the NYSITELL, entitlement and non-entitlement letters are mailed to parents of students who are determined to require ENL services by the Assistant Principal of Supervision. This correspondence is sent in parents' preferred language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The Assistant Principal informs parents that they have the right to appeal ELL status within 45 days of enrollment in the entitlement and non-entitlement letters that are sent to parents. This process is also discussed with parents at the orientation (facilitated by the Assistant Principal and ENL teacher) following the mailing of these letters.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
When a new ELL enrolls, parents are informed of the three instructional models available in New York City and that the ENL model is the only model currently offered at the school. Within 5 days of taking the NYSITELL exam, an entitlement/ non-entitlement letter is mailed to parents that includes a date for an orientation on the 3 models offered in NYC. At the orientation, parents view the Parent Orientation video in their language of preference. The Assistant Principal of Supervision (Grace Dike) and our ENL teacher (Angela Piter) are available to answer additional questions families may have. Additionally, we provide information on standards, curriculum, and assessments as they relate to ELLs. We have a staff member on hand to deliver information in Spanish as necessary and the the Translation and Interpretation Unit is used for any language that is not spoken by our school staff. An attendance record is kept for all staff and parents who participate in the orientation session. A bilingual program is the default placement when a parent survey is not returned, however the student would be placed in an ENL program while at Life Sciences. Parents who have previously chosen a TBE/DL program will be notified by the Assistant Principal if the program becomes available.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Letters are mailed home to families and the Assistant Principal of Supervision follows up with phone calls to parents who do not return the Parent Surveys and Program Selection forms. The Assistant Principal keeps track of parent program choice. If the form is not returned, students are enrolled in an ENL program as that is the only program we offer.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our Assistant Principal of Supervision keeps a spreadsheet of the forms that have been returned and follows up with phone calls to parents who have not submitted the forms. As always, correspondence is made using the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Within 5 days of the assessment, a letter is mailed home to parents with the results of the NYSITELL and notification of their child's eligibility for ELL services. Information on program selection is shared in this letter and through a parent orientation coordinated by the Assistant Principal. Students who need ENL services are programmed for the required courses based on their proficiency level. Parents then indicate their preference of program using the parent Survey and Program Selection form. If a parent selects the ENL program, students are immediately enrolled into this program. If a parents selects another program option, the Pupil Personnel Secretary coordinates a transfer, when possible, with the Division of ELLs. We have found that most of our ELLs choose to remain with us in our ENL program. once a student has been placed, letters are mailed home to parents indicating placement. Correspondance is made using the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is placed in students' cumulative folders by the Pupil Personnel Secretary.
11. 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.
Six weeks prior to the NYSESLAT administration timeframe, the Assistant Principal of Supervision runs the RLER report to determine students eligible to be tested. She checks to ensure all new admits are accounted for and sends notice home to families notifying them that their child will be taking the NYSESLAT exam in school. We provide students and families with a testing schedule. Our ESL teacher develops a proctoring schedule that ensures all students are tested and are given enough time to complete the exams. We administer each of the four exams separately and mostly administer them in the morning to ensure the most conducive and reliable testing environment. The ESL teacher pulls students from various classes to administer the one-on-one speaking exam. After the initial week of

testing, we begin makeup rounds to ensure that all absent students complete all four sections of the exam. ESL students are pulled from their classes, if needed, to complete all four sections of the exam. The ESL teacher maintains the administration records and conducts many make up sessions during this testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The Assistant Principal of Supervision keeps track of deadlines for these letters and uses a spreadsheet to ensure they are distributed to parents in a timely manner.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our program is in alignment with parent choice. The majority of our students/ parents choose ENL as their program choice. The school monitors trends by maintaining accurate records of parent choice survey in an ENL compliance binder. This trend has allowed us to modify and adapt our ENL program to meet the needs of our students to the fullest capacity. We have an ENL co-teacher in many ELA classes and our students oftentimes receive more minutes of ESL support than are mandated for them.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Life Sciences Secondary School only offers a freestanding ENL program. Entering and emerging students are programmed for 1 unit and .5 unit of standalone ENL respectively. All other required time is delivered through integrated ENL where our ENL teacher co-teaches with our ELA teachers. All ELLs at each grade level are programmed for the same ELA course in order to facilitate this co-teaching schedule. The standalone ENL courses are homogeneous and ungraded. The integrated ENL courses are heterogeneous. The co-teaching model for instruction where the ENL teacher plans and teaches collaboratively with the ELA teacher allows ELLs to develop full English proficiency in a content-rich, supportive and differentiated learning environment focused on college readiness. In this least restrictive environment, ELLs have full access to academic content areas with the support of an ENL teacher.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Life Sciences Secondary School only offers an ENL program. Entering and emerging students are programmed for 1 unit and .5 unit of standalone ENL respectively. All other required time is delivered through integrated ENL where our ESL teacher co-teaches with our ELA teachers. Transitioning, expanding, and commanding students receive all of their ESL services through an integrated ENL model. As the ELA class addresses ELA standards, the student is awarded ELA credit for the course while also fulfilling the mandated ESL requirements.
3. Describe how core content is delivered in each program model. 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.
In our model, each grade has the ELA course co-taught with the ENL teacher and a content teacher. The ENL teacher works to differentiate the lesson and provide comprehensible input and supported output based on Universal Design for Learning. Sometimes, this involves modifying the material, providing Native Language support or creating a different activity where material is presented using multiple intelligences. In content classes that are not co-taught, there is always opportunity for content teachers to

work and plan with the ENL teachers to ensure that they are confident in delivering instruction to ELLs.

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

We ensure students are properly evaluated in their native language by our administration of the Spanish LAB-R. In addition,

teachers who are fluent in students' first languages assess students' understanding of content throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs are appropriately evaluated in all four modalities throughout the year by designing various performance-based tasks and assessments. All ELLs participate in the ELA Performance Tasks to assess reading and writing. We develop similar tasks, with greater degrees of differentiation to monitor progress of student literacy throughout the year. We use both the NYC Performance Task rubrics and teacher-created rubrics to assess all facets of literacy. Students also have individual check-ins with teachers to self-assess their progress and monitor speaking and listening skills. We also use a variety of accountable talk, speaking, and listening protocols in classes throughout the content areas to support all students, especially ELLs, in rigorous classroom discussions. The Performance tasks are given twice per year with an interim assessment in January.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. If students are classified as SIFE, all teachers are informed and provided strategies for use in instruction. The ENL teacher works closely with the students to help develop the students' phonemic awareness. If their first language is Spanish we work to develop their Spanish literacy, while simultaneously exposing them to a small pieces of text. We also patiently help transition the student into a school setting and teach them the norms of school behavior. Visualization and kinesthetic activities are the primary focus of their assessment. Content area teachers use differentiated assignments and assessments and all teachers on a team are aware of individual student goals. SIFE students can also attend after school Beginner ESL instruction where scaffolded BICS are taught. We also have an attendance team that works hard and follows up to ensure these students attend school.

b. Newcomers are supported in all of their classes with native language supports, visual aids, bilingual dictionaries, alternate assessments and assignments, and assistive technology where possible. Extra time is given to the students if they need it. Our newcomers can attend after school Beginner ENL. Content area teachers are aware of individual student goals, and reading and writing instruction is heavily scaffolded to meet the individual student needs.

c and d. Developing and long term ELLs all receive their mandated time. Accommodations are provided to individual students as needed. During Grade Team meetings, the ENL teacher discusses and advocates for the needs of these students and teachers to collaborate on the instructional goals and plans. We have text books and materials in native language available for student use. Teachers work to develop appropriate groupings in their classrooms and we always rely on differentiated assignments and assessments.

e. ELLs who pass the NYSESLAT continue to follow the ENL schedule the first year after testing proficient as a component of the continuing transitional support they receive. They are scheduled for an ELA class with an ENL coteacher. If the teachers on the grade team determine that the child is benefitting from these supports they will continue to receive them for two or even three years afterward. We work conscientiously in grade teams to program our students into cohorts that will best serve their educational needs. Test modifications are provided for the required amount of time after ELLs pass the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Our ENL Coordinator closely tracks student performance for our student's who have been re-identified as ELL or non-ELL for one year after re-identification has been established. A meeting is scheduled with the AP Supervision, ENL Coordinator, parent, and student if there is evidence that student progress has been adversely affected by re-identification in order to identify interventions that will ensure progress.

8. 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?

ELL-SWDs receive their mandated ENL instruction in a co-teaching environment. They can also take after school ENL and they receive their content area classes in either an ICT or a self-contained class where they receive the academic support of a special education teacher and a general education content teacher. Many of our ELL-SWDs use English as their primary language so we provide differentiated reading and writing support in their preferred language. Content and skills are

Chart scaffolded in ESL and ICT classes to help prepare these students for the Regents exams. Various literacy strategies are modeled and practiced along with visual and auditory support. Para-professionals also assist several of these students throughout the day and students have access to assistive technology as necessary. Many of our ELL-SWDs also participate in the Wilson reading program.

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

In our heterogenously grouped, inclusive schools our ELL-SWDs are programmed for the least restrictive environment. They are also parallel programmed to receive their ENL instruction with an ENL teacher each day. In addition, we have a number of options in terms of extra-curricular and academic support programs that we offer all ELLs including ELL Students with Disabilities: daily lunchtime and after-school tutoring, Saturday courses for Regents preparation, after school courses, Summer School, library access during lunch where we have an extensive selection of high interest books in English and other languages; afterschool arts, leadership, and sports programs, etc.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

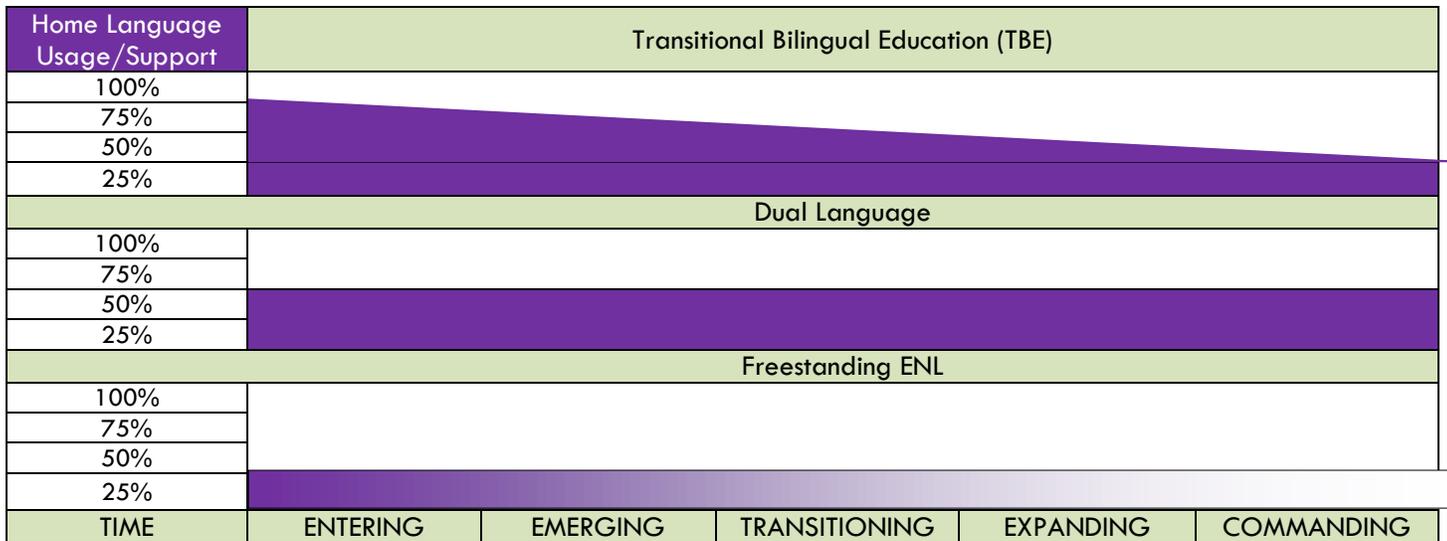


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 all content areas (ELA, Math, Science, Social Studies, Arts, Language), as well as in literacy development that crosses all content areas. Our ELLs can also take an intensive English language course after school. We also offer Regents preparation courses on select Saturdays. All of these intervention programs are open to our English Language Learners. The language of instruction is English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Due to the shift in ELL programming policies by the State, this year is the first year we are offering Integrated ENL services. Our ELLs did not perform well on last year's State assessments (middle school and Regents) so we believe that providing supports to students in their content classrooms through Integrated services will have a positive impact on performance. The ENL teacher ensures all teachers receive a list of their ELLs and their proficiency levels.
12. What new programs or improvements will be considered for the upcoming school year?
Due to the shift in ELL programming policies by the State, this year is the first year we are offering Integrated ENL services. All ELLs across grade levels will receive integrated services in their ELA class, which will be co-taught by our ENL teacher and an ELA teacher.
13. What programs/services for ELLs will be discontinued and why?
In the past the school only offered stand-alone services for our ELLs. Moving forward, we are only offering stand-alone ENL courses to entering and emerging students. The purpose is to ensure that our ELLs are able to access the appropriate grade level curriculum alongside their peers with appropriate scaffolds and differentiation provided by the ENL and content area teachers. Transitioning, expanding, and commanding students will no longer be offered stand alone courses.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs receive their services in our inclusive, heterogenously grouped classrooms through an integrated co-teaching model. All of our extra-curricular and academic support programs have open access for all ELLs: daily lunchtime and after-school tutoring; Saturday classes for Regents preparation, after school classes, summer school, library access during lunch and after school arts, leadership, and sports programs. We ensure that students and parents are notified of these programs in their preferred language.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials used include grade level texts, native language texts, computer labs, electronic translators, dictionaries, thesauri, and interactive Smartboard activities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We only offer an ENL program. While the language of instruction is English, students have access to home language support through their ENL teacher, peers, dictionaries, electronic translators, and translated texts where appropriate.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Integrated ENL services are used as much as possible to ensure students have access to appropriate grade level curriculum and texts. Our ENL teacher coordinates with teachers of students who are mandated stand-alone services to ensure that the instruction students receive is aligned with appropriate grade level curriculum.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All new students participate in a summer orientation, which introduces new students to our school. ELLs are included in this program. The ENL Coordinator works closely with all ELLs over the course of the year. She follows their progress and works with them every day in multiple contexts: class, stand alone classes, one-one conversations, and after-school help. She also arranges parent-teacher conferences when needed, or meetings between teachers and students. Newly-admitted ELLs receive this same attention at a more intensified level for their first year at the school. The ENL Coordinator also pairs new students with student ambassadors who can help them navigate the workings of the school, including social situations.
19. What language electives are offered to ELLs?
French and Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The principal (a former ENL teacher) and the ENL Coordinator create a professional development plan focused on developing teacher capacities for content teachers to support ELLs in the content area classrooms. There is one session per month of our Monday professional development time (the first Monday of each month) that is dedicated to this work. All content area teachers attend this professional development. Guidance Counselors, the Parent Coordinator, and secretaries are sent to professional development opportunities outside of the building when possible.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL teacher is sent to professional development opportunities organized by the Borough Field Support Center. The ENL teacher also engages in professional development aligned with QTEL to help support her work in delivering CCLS-aligned curriculum. She is also given feedback and support through regular observations and coaching sessions with the Principal. Content area teachers are provided with professional development during our Monday professional development time, as well as through feedback provided by administrators during observations and coaching sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The Guidance Staff and ENL Coordinator provide professional development to 6th grade and 9th grade teachers on strategies to support students who are transitioning into out school for the first time. The Guidance Staff and ENL teacher attend training through Central and the Field Support Center.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
There is one session per month of our Monday professional development time that is dedicated to professional development arounds serving the needs of our ELLs. The ENL teacher is sent to additional professional development opportunities organized by the Borough Field Support Center. Agendas and attendance sheets are kept for these meetings.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Each fall, our ENL Coordinator invites parents of ELLs to set up a one-on-one meeting with her to discuss their child's progress and goals for the upcoming school year. Interpretation services are provided for all parents at this meeting when they do not speak the languages of our ENL Coordinator. Our ENL Coordinator keeps a binder with the details of these meeting and all communication with parents of ELLs.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited in for monthly PA and SLT meetings. Translation and interpretation services are provided for all of these events. Additionally, our Parent Coordinator is organizing an opportunity for parents to participate in English classes at the scghool this year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Not currently, but we are exploring opportunities to do so in the future.
5. How do you evaluate the needs of the parents? We review data on the School Surveys and get feedback from parents at PA and SLT meetings, as well as during individual meetings.
6. How do your parental involvement activities address the needs of the parents? Our PA meetings address topics that affect stduents (i.e. graduation requirement sessions for senior parents, services for ELLs and SWDs, social-emotional supports provided through the guidance office, etc.). We also listen to parent feedback and organize events/ services to meet their needs.

D. Additional Information

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

N/A

School Name: <u>Life Sciences Secondary School</u>		School DBN: <u>02M655</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kimberly Swanson	Principal		1/1/01
Grace Dike	Assistant Principal		1/1/01
Cecilia Marshall	Parent Coordinator		1/1/01
Angela Pieter	ENL/Bilingual Teacher		1/1/01
N/A	Parent		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Dianah Cantres	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Beth Feldman	Other <u>Speech Team</u>		1/1/01
N/A	Other _____		1/1/01
N/A	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M655

School Name: Life Sciences Secondary School

Superintendent: M Bradbur

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess our school's written and oral translation needs, all students receive the DOE Language Preference Forms and these are collected by our Pupil Personnel Secretary. The Home Language Identification Survey is given to each new student. We also use ATS, Blue Emergency Card information and, when applicable, the student's IEP. In addition, parent surveys and informal assessments are conducted during our Parent Association meetings and Parnt-Teacher Conferences. Finally, teachers use Parent Engagement time to call home at the beginning of the year to determine the best way to maintain effective communication between the home and our school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

All

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All of the following documents will be completed two weeks prior to dissemination in order to ensure time for translation by staff or the Translation and Interpretation Unit:

Student handbooks (September)

School Calendar (September)

Monthly Newsletters (at the end of each month)

Announcements for Parent-Teacher Conferences (2 weeks prior to each event)

After School Calendars (October and February)

Testing Reminders (2 weeks prior to each exam date)

Principal Letters (one at the beginning of each per marking period)

Report Cards (At the end of each marking period)

Required DOE Mailings (September-June as required)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Interpretation services will be arranged ahead of time for these events:

Curriculum Night (2 times per year)

Parent-Teacher Conferences (2 times per year)

Guidance Meetings (ongoing as necessary)

Dean meetings (ongoing as necessary)

Attendance Meetings (ongoing as necessary)

SLT Meetings (once monthly)

Parent Association meetings (once monthly)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Timely translation and distribution of critical communication for registration and selection, performance, conduct, safety and health, special education and English Language Learner programs, and transfers and discharges will be provided by our school. Our Assistant Principals and Parent Coordinator will ensure that all communications are available in our high-incident language, Spanish, as well as in our low-incident languages. Department of Education notices are distributed in these home languages. In addition to the use of the downloadable documents on the DOE website, we use our Spanish-speaking

staff members to translate documents, as well as the Translation and Interpretation Unit and ensure the all translations are accurate.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will ensure that a staff member is available to provide Spanish translation for all face-to-face meetings as necessary and keep a roster of bilingual staff who can be called upon to interpret. The Translation and Interpretation Unit will be used for other low incidence languages as necessary.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our Language Access Coordinator provides professional development on how to use these services to all staff in September. Staff are also informed that they can reach out to her individually for additional support as needed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will fulfill Section VII of the Chancellor's Regulations A-663 by maintaining all translation needs in ATS and by maintaining current Blue Cards for each student.

Signs are posted that indicate the availability of language services in our high and low incident languages.

Parents will also receive written notification of their rights regarding translation and interpretation services through distribution of the Parent Bills of Rights and the Family Guide provided in the appropriate language. This information is disseminated in our orientation packet and again during PTA meetings.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will survey parents during our parent Association meetings and Parent-Teacher Conferences to assess the quality of services and make necessary adjustments.