Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : SCIENCE SKILLS CENTER HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K419

PRINCIPAL: JUDY A. HENRY EMAIL: JHENRY2@SCHOOLS.NYC.GO

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Judy A. Henry	*Principal or Designee	
Brenda Caldwell	*UFT Chapter Leader or Designee	
Wanda Simon-Davis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Karrah Peters	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Gerald Latham	Member/Teacher	
Charmaine Brown	Member/Chairperson	
Danna Collis	Member/Parent	
Izdehar Alghazali	Member/Parent	
Vanessa Hetmeyer	Member/Parent	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By August 2012, students enrolled in Living Environment Regents classes will demonstrate progress towards achieving State standards as measured by a 3-5% increase in students scoring 65 or better on the New York State Regents exam for Living Environment.

Comprehensive needs assessment

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

1) **Performance trends from Regents Item Analysis data (revealed that students tend to score lower in constructed Response questions)**
2) **Qualitative data from past Regents exams also show that students do not always respond to all questions from the following parts of the exam: B2, C. & D.**

Instructional strategies/activities

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

All teachers teaching Living Environment classes will incorporate/implement the following strategies to increase students' progress in the Living Environment Regents exam.

1. **Reading and writing task in each lesson**
2. **Use of a past Regents constructed Response question as part of the summary and assessment for each lesson**
3. **Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students)**
4. **Implementation of a "Blended Learning Approach" that will allow students to participate in an online classroom with opportunities to complete extended response questions online and gain immediate feedback on their performance and progress.**
5. **Students who are scoring below 70 on class tests will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from class test item analysis for content proficiency.**
6. **Planning and delivery of differentiated instructions to target students learning needs as identify on pre-assessment data and learning styles survey.**
7. **Regular tutoring sessions will be held on Tuesdays and Thursdays after school for two hours (selected topic will be covered at these tutoring session as identifies from students assessment data by the Living Environment teachers and the department assistant principal). A list of the topic to be covered each week will be posted in each Living Environment classroom. Teacher will also inform students about the topic focus for each week of tutoring.**

Other resources include but not limited to:

a. **Eduware *Wizard* (Regents Review practice, students will complete teacher selected and assigned constructed response questions from past New York State Regents exams in Living Environment.**
b. **Castle Learning, an online content review and assessment tool will also be used with student during class as an anchor activity and also for scheduled class assigned test.**
c. **The science department assistant principal will train and create all online classrooms for all teachers and train them to utilize the online classroom, how to track students content mastery level and use the data gathered to make adjustments to their pacing calendar and instruction.**
d. **A common assessment will be developed by the Living Environment teachers and administered to all students at the end of each topic and also on a monthly basis. Other interim assessment such as unit assessment, mock Regents exam will also be used to track and monitor progress.**
e. **Department AP will also track students progress based on assessment data and discuss re-teaching approach with students**

All strategies will be implemented by the end of the first semester.

Decision Making Process/Evaluating the effectiveness of a strategy

1. **AP and teachers will meet on a weekly basis during their common prep period to evaluate the effectiveness of the strategies listed above.**
2. **Collaborative/shared decisions will be made by the teachers along with the AP at these meeting about other strategies that can be used.**
3. **Teachers and AP will reconvene to discuss strategy effectiveness on an ongoing basis while looking at students work and analyzing the current assessment data.**

Strategies to increase parental involvement

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

The following will be used to increase parental involvement:

1. **Regularly scheduled PTA meetings**
2. **Translators will be available at PTA meeting for parents of other languages**
3. **Scheduled Parent Teacher conference**
4. **Parent workshops will be help for parents on topics of "How parents can track and monitor children's progress and how to utilize pupil path.**
5. **Pupil Path (E-grade book) all parents received an access code to log on to the teachers' grade book to track and monitor their children's progress.**
6. **Pupil Path will also generate an email to parents about their children's performance (behavioral & academic) and their class attendance.**
7. **Parents can communicate with teachers via Pupil Path**
8. **Phone messenger will be used to inform parents about students' daily attendance or completion of assignment**
9. **Parents will also receive a progress report every three week for their child.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

Highly qualifies teachers will be attracted to the science department based on the following:

1. **Individualized support plans and professional development plan for each teacher which is developed by the teacher and the AP based on data from a professional development survey**
2. **Provision of targeted instructional support tools and resources for special group of students such as ELL and SWD students. Tools such as Achieve 3000, Plato, Revolution prep and Castle Learning**
3. **Extensive data training to analyze students' assessment data and use data to plan targeted instruction**
4. **Planned monthly professional development form a leading professional development partner (ASCD) with highly knowledge and experienced consultant/expert**

Service and program coordination

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

Allocations will be made in the budget for students who are currently in temporary housing status. Guidance Counselors will meet with these students and conference with them to gather data on instructional tools that are needed. All instructional tool and resources needed for these individual students will be purchased by the school.

Budget and resources alignment

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

  As a Title School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and human resources to implement t this action plan from September 2011 – June 2012 as indicated below:

- **Supervisor per session (5 days per week)**
- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials for use during extended day programs**
- **Teacher per session (5 days per week) for after school programs and differentiated professional development**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By August 31, 2012, we will increase the number of students passing the Integrated Algebra Regents Exam by 5%

Comprehensive needs assessment

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

a) The percentage of students passing the Integrated Algebra Regents exam is below the percentage of students passing the US History, ELA, and Living Environment Regents exams.
b) This is a mandated course that all students must pass in order to get their high school diploma.
c) The overall scholarship report for the mathematics department is below 75%.
d) The mathematics department failed to narrow the achievement gap in the 2010-2011 school's Progress Report.

Instructional strategies/activities

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

1) To offer Regents prep and credit recovery classes for targeted students.
2) To utilize curriculum maps, pacing calendars, performance tasks, and unit plans to align classroom instruction to State Standards & Assessments.
3) To attend Professional Development offered by our CFN to learn how to utilize data to improve the progress and performance of our students.
4) To implement teaching strategies that incorporate technology, increase academic rigor, and differentiated instruction
5) To provide scaffolding and AIS to at-risk students and city/school bottom third students
6) strategies/activities that encompass the needs of identified student subgroups,
7) Guidance Counselors will collaborate with content teachers to provide services to students in need
8) Inter-visitation of classroom teachers and Assistant Principal to monitor the implementation of best practices
9) Teacher teams will continue to meet during their administrative and common planning periods to monitor students' progress and to develop and implement researched based and innovative teaching practices
10) Librarian will monitor the students' attendance and follow-up with parental outreach whenever needed.
11) Teachers will communicate with the parents of our students in a weekly basis
12) Teachers will analyze and assess monthly how well our students are mastering the mathematics performance indicators through our monthly assessments

13) Teachers will monitor, every six weeks, our students' credit accumulation by reviewing their scholarship reports
14) Teachers and Assistant Principal will create and use Standard-based and Regents-based rubrics for assessment of Inquiry Process

<u>Afterschool Mathematics Prep Class:</u>
November 2011-January 2012, all students programmed to take the mathematics Regents exams will be programmed to take the mathematics Regents exams and will attend tutoring and prep classes after school. Prep classes will concentrate their instruction in those performance indicators where students have done poorly on previous Regents exams.

<u>Credit Recovery& Accumulation Fall and Spring:</u>
We will offer students who failed mathematics courses an opportunity to make up the course work using the Credit Recovery Program Plato.

Strategies to increase parental involvement

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

a) Parents are contacted weekly by their child's mathematics teacher
b) Parents have 24/7 access to their child's teacher and child's performance and progress in the classroom through Pupil Path, ACUITY, Jupiter 1Grades, and ARIS Parent Link.
c) Parent- Teacher conferences, award ceremonies, and college fairs.

Strategies for attracting Highly Qualified Teachers (HQT)

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

a) Attend CFN professional development offerings to improve our understanding and implementation of learning rounds
b) Attend scheduled ASCD professional development offerings to improve our questioning and teaching techniques
c) Continue to empower teachers and provide them with opportunities to conduct their own research to improve teaching and learning at the school
d) Continue to incorporate Charlotte's Danielson framework of teaching in our teaching practices
e) Provide teachers with opportunities to attend professional development in the areas of data, academic rigor, common core standards, looking at students' work, and incorporating technology in the teaching of mathematics

Service and program coordination

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

Budget and resources alignment

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

As a Title School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and human resources to implement t this action plan from September 2011 – June 2012 as indicated below:

- **Supervisor per session (5 days per week)**
- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials for use during extended day programs**
- **Teacher per session (5 days per week) for after school programs and differentiated professional development**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By August 31, 2012 we will increase the number of students passing the English Regents by 5%.

Comprehensive needs assessment

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

Instructional strategies/activities

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

Association of Supervision & Curriculum Development: Teachers will meet monthly with the ASCD on Wednesdays to discuss ways to differentiate instruction and linking it to the CCLS.

Registration of Students for the Jan 2012 ELA Regents
In order to make sure all students eligible (and those with low scores, especially lower than 75, so they will not need to take remedial Writing courses at CUNY schools) we will do the following:

- **November 1st Week: Have a list of all seniors who need to be registered, pass the information on to guidance, and ELA teachers.**
- **November 2nd Week: Have a list of all juniors who need to be registered, pass the information on to guidance, and ELA teachers. Invite students who are not currently enrolled in E5 or English Regents Prep to take an after school course English Regents Prep Course.**
- **November 3rd Week: Parents will be notified of the importance of students taking the exam, what tutoring services are available and the afterschool English Regents Prep Course.**
- **November 3rd Week: Compile the lists together, with information like what their current ELA exam is and who their current ELA teacher is, as well as whether they are ELL or have an IEP.**
- **December 1st Week: Post (outside of the Guidance Office) a list of all students who are registered to take the ELA exam and the date and time of the exam.**

Registration of Students for the June 2012 ELA Regents
We will follow the schedule above, replacing November with March and December with April. In addition we will register all 9th graders to take the June Regents Exam and Parents will be notified of their exam information.

Registration of Students for the August 2012 ELA Regents
Juniors and Seniors who fail the ELA exam will be registered for Summer School and for the August 2011 Regents exam. Juniors and Seniors who received a grade between 65-74 will be Registered to take the August 2011 Regents exam as Walk-in Students. Parents will be notified via mail and a list of students registered for the exam will be posted.

During weekly Common Planning Sessions, ELA teachers will do the following:
Inquiry/Instruction for 10th Graders Focus on DBQ Sections:
Fall Semester

- **Marking Period 1: Focus on Section 1 & 2 of then New ELA Regents exam which is based on Reading Comprehension.**
- **Marking Period 2: Give students a formative assessment exam mirroring Section 3 of the ELA Regents exam. Analyze results of the formative assessment and determine specific growth areas. Choose six students who did not pass the previous marking period, but had at 85% attendance for the target population for the ELA 3 & 5 Inquiry Team. Gather data in ARIS, Pupil Path, on exams, class work, teacher annotations, etc. Using a protocol for Looking at Students Work, teachers create a unit focused specifically on improving students' responses to the section.**
- **Marking Period 2 (4th week): Students are given another assessment on Section 3. Teachers look closely for progress with the 6 students in their target group, but also in their classes as a whole. They analyze new growth areas and create lessons/strategies to re-teach areas where students are still not meeting with success. At the end of the marking period they give a summative assessment which will be used as data for determining which strategies worked and where we still need to improve our practice to help students succeed. This information will help in creating next year's curriculum map.**
- **Marking Period 3: Students are given a formative assessment on Section 4. Teachers look closely for progress with the 6 students in their target group, but also in their classes as a whole. They analyze new growth areas and create lessons/strategies to re-teach areas where students are still not meeting with success. At the end of the marking period they give a summative assessment which will be used as data for determining which strategies worked and where we still need to improve our practice to help students succeed. This information will help in creating next year's curriculum map.**
- **Marking Period 3 (2nd week): Students are given another assessment on Section 4. Teachers look closely for progress with the 6 students in their target group, but also in their classes as a whole. They analyze new growth areas and create lessons/strategies to re-teach areas where students are still not meeting with success. At the end of the fourth week they give a summative assessment which will be used as data for determining which strategies worked and where we still need to improve our practice to help students succeed. This information will help in creating next year's curriculum map.**
- **Marking Period 3 (5th-6th week): Teachers will give students formative assessments mirroring Sections 1 and 2 on the ELA Regents exam. They will use this data to differentiate instruction based on the section each student needs the most assistance with and have units ready for the students to work on together in groups.**

Spring Semester
Teachers assess the ELA results of the January Regents. They determine the two sections that students need the most assistance with and then repeat the steps above listed for the Fall Semester.

Inquiry/Instruction for 10th and 11th Graders Focus on Section 3 and Section 4 of the ELA Regents Exam:
E3 and E5 teachers will focus on Sections 3 and 4 of the ELA Regents using the steps outlined above. The E3 & E5 Teacher Teams will create units and resource packets focusing on Sections 3 and 4. The steps listed above for the Fall and Spring semesters outline the Inquiry Process we will be following. We are differentiating the materials by levels so that all Sophomores and Juniors can use materials appropriate for the reading levels.
Afterschool ELA Prep Class:

November 2011-January 2012, all students who qualify will be programmed to take the New ELA Regents and will attend prep classes. During this class the instructor(s) will review the students June 2010 Regents exam and give students a detailed accounting of what their individual areas for improvement are by referring specifically to their results on the last test via itemization. This class will be repeated in March 2012-June 2012.

Credit Accumulation/Recovery:
We will offer students who failed ELA courses an opportunity to make up the course work using the Credit Recovery Program Plato. There will also be Regents review for those who need to take or retake the Regents.

Professional Development by APs, & ASCD Instructional Leaders:

- **Differentiated Instruction & Common Core Tasks**
- **Formative Assessments and Unit exams aligned to state standards and Regents**
- **Reading Strategies**
- **Creating and Using Standard-based and Regents-based rubrics for assessment**

Inquiry Process
Responsible Staff: Principal, Assistant Principal, Network Staff, Lehman Writing Project

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Highly qualifies teachers will be attracted to the English Department based on the following:

- **Individualized support plans and professional development plan for each teacher which is developed by the teacher and the AP based on data from a professional development survey**
- **Provision of targeted instructional support tools and resources for special group of students such as ELL and SWD students.**
- **Extensive data training to analyze students' assessment data and use data to plan targeted instruction**
- **Planned monthly professional development form a leading professional development partner (ASCD) with highly knowledge and experienced consultant/expert**

Service and program coordination

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

Budget and resources alignment

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

As a Title School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and human resources to implement t this action plan from September 2011 – June 2012 as indicated below:

- **Supervisor per session (5 days per week)**
- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials for use during extended day programs**
- **Teacher per session (5 days per week) for after school programs and differentiated professional development**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By August 31, 2012 we will increase the number of students accumulating credits, sitting and passing the Global History and United States History & Government Regents Exams by 5%.

Comprehensive needs assessment

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

Data from Item Analysis, Mock Regents, Unit Exams, In Class Tests, Quizzes, DBQ's and the Thematic Essays used to identify areas in need of improvement.

Instructional strategies/activities

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

Meet with the ASCD consultant to increase and the delivery of instruction to meet the needs of all the students.
Inquiry/Instruction for 10th Graders Focus on DBQ Sections:

Fall Semester

- **Marking Period 1: Give students a formative assessment exam mirroring the DBQ section of the Global Studies Regents exam. Analyze results of the formative assessment and determine specific growth areas.**
- **Use data from formative assessment to make adjustments to pacing calendars and instruction.**
- **Marking Period 2: Choose four students maximum who did not do well the previous marking period students (2 with a grade of 55 and 2 with a grade of 65), but had at least a 85% attendance for the target population for the Global team's inquiry work. Gather data in ARIS, on exams, class work, course grades, etc. Using a protocol for Looking at Students Work, teachers create a unit focused specifically on improving students' responses to the DBQ section.**
- **Marking Period 3: Global teachers teach the unit they prepared. Students re-take an exam similar to the earlier formative assessment exam—but with the current curriculum. Teachers look closely for progress with the 4 students in their target group, but also in their classes as a whole. They analyze new growth areas and create another DBQ unit for the next marking period to measure their progress again. This is repeated for every marking period until June.**

Spring Semester

- **Marking Period 4, 5, & 6: Repeat the steps for Marking Period 3 above.**

Inquiry/Instruction for 11th Graders Focus on US History DBQ Sections:

The US History Inquiry Team will be focusing on the DBQ sections for the US History exam using the same steps outlined above for the 10th graders. Students who failed the Global Regents last year currently have US History. It is our belief that by focusing the US History instruction also on the skills need to master the DBQ section that the students who failed the Global Regents exam will do better based on improved skills in working with data based questions. The 11th graders will be programmed to retake the Global Studies exam in January 2012 and, if necessary, June 2012.

During and Afterschool Global Prep Class:

November 2011-June 2012, 11th and 12th graders who have yet to pass the Global Studies Regents exam will be programmed for a Global Prep Class. During this class the instructor(s) will review the students June 2012 Regents exam and give students a detailed accounting of what their individual areas for improvement are by referring specifically to their results on the last test via itemization. This class will be repeated in Spring 2012.

Credit Recovery & Accumulation Fall and Spring:

We will offer students who failed Global Studies courses an opportunity to make up the course work after school. These classes will also serve as a review for students who have not yet passed the Global Studies Regents exam.

Professional Development by A.P., ASCD and CFN Instructional Leaders:

- **Differentiated Instruction**
- **Looking together at students work**
- **Using rubrics to assess students work**
- **Providing Actionable feedback**
- **Common Core Alignment/Task**
- **Formative Assessments and Unit exams aligned to state standards and Regents**
- **Reading Strategies**
- **Creating and Using Standard-based and Regents-based rubrics for assessment**
- **Inquiry Process**

Persons Responsible: Principal, Assistant Principal, Department Staff, ASCD

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Highly qualifies teachers will be attracted to the science department based on the following:

- **Individualized support plans and professional development plan for each teacher which is developed by the teacher and the AP based on data from a professional development survey**

- **Provision of targeted instructional support tools and resources for special group of students such as ELL and SWD students.**
- **Extensive data training to analyze students' assessment data and use data to plan targeted instruction**
- **Planned monthly professional development form a leading professional development partner (ASCD) with highly knowledge and experienced consultant/expert**

Service and program coordination

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

Budget and resources alignment

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

As a Title School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and human resources to implement t this action plan from September 2011 – June 2012 as indicated below:

- **Supervisor per session (5 days per week)**
- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials for use during extended day programs**
- **Teacher per session (5 days per week) for after school programs and differentiated professional development**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	42	10	1	4	19	5	12	3
10	66	44	22	38	15	23	10	11
11	31	47	24	28	10	10	5	3
12	36	76	41	47	12	14	2	4

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	**English Regents Prep Class** • This one semester course that is designed to target the needs of students who have failed the English Regents. Students enrolled in this course have an opportunity to review and practice Regents' practice type questions daily whereby students are assigned content specific questions to activate learning at the beginning of the class, during developmental activities, to summarize the lesson and for homework on a daily basis. Weekly tests and quizzes are given to provide feedback for teachers to monitor students' progress and revise their instructional plan by developing lessons that are based on students needs. Students who score a 75 or better on the ELA Regents Exam enroll in a 3 credit college level course with the College Now Program at New York City College of Technology.
Mathematics	**Integrated Algebra Prep Class** • This one semester course designed for students who have not been successful in the New York State Integrated Algebra Regents Examination. It focuses on helping students increase competence and confidence in basic algebra and arithmetic, students review content from the five content strands: Number Systems and Operations, Algebra, Geometry, Measurement, and Statistics and Probability, with emphasis on algebra. Emphasis is placed daily on students being able to solve problems, reason, and communicate mathematically. This intensive prep class engages students in rigorous activities and assessments based on past Regents questions to allow students to be familiar with the vocabulary and structure of the integrated Algebra Regents exam. In addition to class work, students' progress is monitored and feedback is given after reviewing daily assignments and weekly tests and quizzes. **Geometry Prep Class** • This one semester course designed for students who have not been successful in the New York State Geometry Regents Examination. If focuses on helping students increase competence and confidence in basic algebra and arithmetic, students review content from the five content strands: Logic, Parallel Lines and Regular Polygons, Coordinate Geometry, Circle, Locus and Transformations. Emphasis is placed daily

	on students being able to solve problems, reason and communicate mathematically. This intensive prep class engages students in rigorous activities and assessments based on past Regents questions to allow students to be familiar with the vocabulary and structure of the Geometry exam. In addition to class work, students' progress is monitored and feedback is given after reviewing daily assignments and weekly tests and quizzes. **College Now College Credit Math Courses** • Students who score a 75 or better in the Integrated Algebra and or Geometry Regents exam pursue a 4 Credit College Credit Math Course at New York City College of Technology. **College Now High School Credit Courses** • 9th and 10th graders have the opportunity to participate in a 13 week course at the New York City College of Technology. Students earn one high school elective English or Math credit after successfully completing the course.
Science	**Living Environment Prep Class** • This is a one semester course that is designed for students who have failed the Living Environment Regents. Students enrolled in this class are exposed to a rigorous one semester course that is taught through a hands-based approach that integrates laboratory activities at least twice per week through the contents of the course. Regents practice/review is done daily whereby students are assigned content specific questions to activate learning at the beginning of the class, during developmental activities, to summarize the lesson and for homework on a daily basis. Weekly tests and quizzes are given to provide feedback for teachers to monitor students' progress and revise their instructional plan by developing lessons that are based on students needs. **Small Group Tutoring** • Small group tutoring will be held for all classes that terminate into a Regents exam. These tutoring sessions will be held during school and after school on Tuesdays and Thursdays. These sessions will be held for targeted groups of students based on assessment data analysis. One-on-one tutoring will also be held during and after school as necessary. **Tutoring & Lab Completion or Make-up** • This service is offered during the regular school day, students are assigned by their teachers to attend tutoring sessions during the day to review course content and to complete unsatisfactory labs.

	Chemistry Prep (College Now, Saturday After School) • This is a collaborative program between New York City Technical College and Science Skills. Our students attend classes every Saturday for three hours for a period of 15 weeks. This concurrent educational program provides college environment experience for our students, while reviewing, preparing students for the New York State Chemistry Regents and obtaining 1 science elective credit toward their high school diploma. **Living Environment Tutoring** • Students are scheduled for Living Environment Regents prep and tutoring twice per week on Tuesdays & Thursdays for a total of 3 hours per week. These tutoring sessions are designed to help students to review major Living Environment concepts while providing Regents prep and practice for students who are struggling in their Living Environment classes. Students will attend Living Environment tutoring sessions twice per week, for a total of 3 hours. Each session will last for 1 and a half hours. Students will also be provided with opportunities to make up their physics labs and to complete incomplete labs or unsatisfactory labs. **Advanced Placement Biology- Enrichment and Accelerated Program** • AP Biology is offered as a double period class to students who have passed the Living Environment Regents with a 75 or better. These students will take the College Board AP exam in May. **Advanced Placement Environmental Science** • AP Environmental Science is offered to 10th graders who have passed the Living Environment Regents with a score of 75 or better. Students take AP Environmental Science concurrently with Earth Science to provide them with additional support with topics covered in Earth Science. Students will sit for the AP exam in May. Both AP classes follow a blended model. Students participate in regular classroom instruction and online instruction.
Social Studies	• Double period Global Studies classes for all incoming 9th graders. • Global Studies Regents Prep classes after school and Saturdays. • US History Prep classes after school and on Saturdays. • One to one tutoring during the school day (circular six). **Advanced Placement Class** US History

	College Now Program – New York City College of Technology • Students who score a 75 or better in the ELA Regents enroll in Sociology, Anthropology, Psychology or Marketing College Credit Course.
At-risk Services provided by the Guidance Counselor	Provide individual and small group counseling for crisis intervention
At-risk Services provided by the School Psychologist	Attend monthly SSST meetings. Provide individual and small group counseling for crisis intervention. Meet with parents and staff to assist with classroom management create and implement behavior modification plans for students as needed.
At-risk Services provided by the Social Worker	Attend monthly SSST specific meetings. Provide individual and group counseling and crisis intervention when needed. Provide assistance and mediation between student-student, parent-student and teacher-student. Provide offsite intro to parents for mental health and medical services, parental outreach and made the necessary referrals.
At-risk Health-related Services	At-risk services provided b y the Guidance Counselor. Attend all SSST meetings including but limited to attendance, child abuse, etc. Provide individual and group counseling. Provide preventative services throughout the day as needed. Meet with parents and students to assist with behavior modification.

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

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

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

PARENT INVOLVEMENT POLICY

ACADEMIC YEAR 2011-2012

Research has shown that Parent Involvement promotes students' success. It is the goal of Science Skills Center High School in partnership with parents to involve parents in all aspects.

WE INVOLVE PARENTS IN DECISION-MAKING:

- Parents are members in our School Leadership Team
- We have an active Parent Association, which holds monthly executive board and general membership meetings.
- Parents are active members of the Community Advisory Council.
- Parents are members of Level I Committee for the selection of supervisors and administrators.
- Guidance Counselors meet with parents about their children's' academic progress.

WE INFORM PARENTS REGARDING EDUCATIONAL STANDARDS AND INITIATIVES

We inform parents through PTA newsletters, meetings, post cards and the school's phone messenger:

- City and State Performance Standards
- Graduation Requirements
- Instructional approaches in the classroom
- Initiatives at school and district levels
- Strategies to help their individual students
- City-wide opportunities
- Regents Examinations
- Parent/Teacher Conferences

WE PROVIDE COMMUNICATION BETWEEN TEACHERS AND PARENTS:

- Post cards are sent home to inform parents about cutting and absence
- Phone calls are made to inform parents about cutting, lateness, absence and achievement
- Phone calls and/or letters are sent home to inform parents about their children's progress
- Semi-annually parents are consulted about their children's class schedules
- Pupilpath is used to e-mail school staff
- Pupilpath is used to generate progress reports

We request that Parents Become Involved in:

- Developing, implementing, evaluating and revising the School-Parent Involvement Policy.
- Monitoring the progress of their children.
- Assisting students with their homework.
- Sharing the responsibility for their children's achievement.
- Communicating with the school about their children's needs.
- Creating and implementing programs to better serve the needs of parents and students.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

- Provide students with high quality curriculum and instruction that will improve student learning evaluating and developing curriculum, instructional approaches and assessment tools to teachers.
- Each student will have a full program as mandated by New York State Department of Education. Students are assigned to three programs:
    1. **Gateway to Science** – a four year science math program for students interested in the medical profession.
    2. **Project Lead the Way** – a four year Pre-engineering program which includes math, science and technology.

3. **Humanities and the Arts Program** – a four year college-prep program which incorporates-the arts-all programs are interdisciplinary

- Parents-Teacher conferences are held bi-annually. We also have several workshops for parents and students during the school year.
- Parents are provided progress reports six times a year.
- Parents can also track their children's progress through Pupilpath and Aris by using the internet.
- Report Cards are provided to parents six times a year.
- Parents are made aware of school activities or events by email, phone calls or letters.

Teachers are available by phone, letters, Pupilpath or email. Parents are also encouraged to visit the school. Parents could make appointment to speak to the teachers.

The PTA hosts a meeting on the third Thursday of each month. They also have several events each year that allow parents the opportunity to be involved directly in school activities.

II. Parent/Guardian Responsibilities:

We, as parents, will support our children's learning in the following ways.

- Supporting my child's learning by making education a priority in the home by:
    1. Making sure my child is on time and prepared everyday for school
    2. Monitoring attendance;
    3. Talking with my child about his/her activities everyday;
    4. Scheduling daily homework time;
    5. Providing an environment conducive for study;
    6. Making sure that homework is completed;
    7. Monitoring the amount of television my children watches;
    8. No texting in the classroom.
    9. No phone calls allowed in the classroom.
- Participating as appropriate in decisions relating to my child' education.
- Become involved in developing, implementing evaluating and revising the school-parent involvement policy;
- Sharing the responsibility for improved student achievement;
- Communicating with his/her child's/children teachers about their education needs;
- Providing written documentation of a child's absence from school.
- Returning and signing all papers requiring a parent signature;
- Respecting the cultural differences of others;
- Promoting positive use of my child's extracurricular activities.
- Participating in school events.
- Helping my child accept consequences for negative behavior.
- Being aware of school rules and DOE Regulations.

- Support the school's discipline policy.
- Commend positive values and character traits.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Express high expectations and offer praise and encouragement on his/her achievement.
- Asking parents and parent group to provide information to the school on type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the education process;
- Serving, to the extent possible, on policy advisory groups, such as being Title 1 Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the District Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. We could support our academic achievement by:

- Coming to school on time and being prepared to do our school work.
- Listen and follow directions.
- Participate in class discussions and activities.
- Be honest and respect the rights of others
- Follow the school's/class rules of conduct
- Follow the school's dress code
- Ask for help when we don't understand
- Do our homework every day and ask for help when we need to
- Study for tests and assignments.
- Get adequate rest every night
- Use library to get information and to find books that we enjoy
- No texting in the classroom.
- No phone call allowed in classroom.

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Rello Anselmi Corinne/Yuet Chu	District 13	Borough Brooklyn	School Number 419
School Name Science Skills Center High School			

B. Language Allocation Policy Team Composition ⓘ

Principal Judy A. Henry	Assistant Principal Dahlia McGregor
Coach N/A	Coach N/A
ESL Teacher Edgard Titus	Guidance Counselor Henrietta Dixon
Teacher/Subject Area Gerald Latham/Social Studies	Parent Wanda Simon
Teacher/Subject Area Delia Joseph/ Math	Parent Coordinator Gaynell Canty
Related Service Provider Pamela Savage/Speech	Other Sharon Wexler/Common Core Team
Network Leader Yuet Chu	Other Mohsina Akhter/Student

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total number of students in school	538	Total Number of ELLs	42	ELLs as share of total student population (%)	7.81%

Part II: ELL Identification Process

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

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

Parents of the students being admitted to our school are given the Home Language Identification Survey(HLIS) by Dahlia McGregor, A.P, who also performs an informal interview in English. Dr. McGregor holds both an SBL and SDL license. When needed, a staff member who speaks the parents' native language is found to translate an informal interview and/or we call the DOE translation unit for assistance. The informal interview is conducted by one of the ESL teachers. Edgard Titus, our state certified ELL teacher and coordinator, examines the HLIS. In addition, the information from HLIS is given to Ms. Theresa Curcuru the Pupil Personnel Services Secretary who enters the data into ATS. If the HLIS indicates that another language is spoken in the home, the student is sent to Mr. Titus who administers the LAB-R when necessary (within 10 days of the students' enrollment). The LAB-R is used to identify and place new ELLs. It is administered only once to a student to determne his or her eligibility for ELLs instructional services for. Mr. Titus, ESL teacher administers the the LAB-R in a classroom following the required testing procedures. Mr. Titus is also responsible for submitting the data from the LAB-R. Mr. Titus uses the scoring mask to determine whether the student is beginning, intermediate, advanced, or proficient.

The RLER is used to identify students' eligibility for the New York State English as a Second Lanaguage Achievement Test (NYSESLAT). The testing committee along with the ESL teacher reviews the RLER report annually and identify the students to be tested for the NYSESLAT. During this meeting the school's programmer, Ms. Delia Joseph provide each committee member with a list of all the ESL students in the school based on the students officail class designation. At this meeting the RLAT is also reviewed to to create a list of students for the four compoents. To ensure that the four components of the NYSESLAT are admininstered the use creates a checklist with the students' names and the components. When each component of the test is admininster the checklist is used by the teacher to check off the names of the students that complete the test.This list is compared with the RLER report.The test is ordered based on the number of students on this report and the list created by the testing commitee. Mr. Titus administered the test within the scheduled window for the text. Dahlia McGregor, Assistant Principal, supervises all of Mr. Titus's work. As a back up to make sure all students' Home Language information is entered and accurate, Mr. Titus examines the RHLA report to make sure all information in ATS is accurate and has changes made when necessary. In addition, Ms. Curcuru, the Pupil Personnel Secretary, runs the RLER and RLAT reports each week to ensure all new students are receiving the appropriate mandated services. Mr. Titus examines this data and tests students immediately when needed and re-programs their classes with the assistance of Dahlia McGregor, AP, the students' guidance counselors, and Program Chair, Delia Joseph.

Within ten days of the students' enrollment, Mr. Titus facilitates a meeting where parents are informed of the LAB-R results and view the Orientation DVD for Parents of English Language Learners in their native language if possible. At the same time parents receive a copy of the Program Selection Form Entitlement Letter in their native language. Every effort is made to ensure that these forms are returned to the school, through parental outreach (use of Phone Messenger and letters sent home). We make every attempt to have translators available at these meetings.

At the meeting, parents are informed about the three program choices (Transitional Bilingual Education, Dual Language, and

Freestanding ESL). This meeting is usually conducted within the first 20 days of school. The Assistant Principal, Dahlia McGregor, explains the three to the parents and they are provided with literature on the programs. The ESL teacher also explain to teachers some of the resources that we sue in our free standing program to help. Parents are encouraged to ask questions about all three programs and their questions are answered by Mr. Titus, licensed ESL teacher, our ELL coordinator. Further outreach is done to parents whereby parents received information about our ESL program through our phone messenger in various languages.

The trend in the program of choice by parents at Science Skills Center High School is the freestanding ESL and thus we schedule the students for the freestanding ESL program. Last year, a majority of our parents chose the freestanding program. This trend is used for future programming. The freestanding program is successful based on our over 90 % of our ESL cohort students graduating each year. Parent choice is always honored. The Assistant principal makes sure that students are placed according to parent choice. This year we have had similar results, i.e. a majority of the parents have chosen the freestanding program. Placement letters and continued entitlement letter are distributed to update continued entitlement records

The Assistant Principal, Dahlia McGregor is responsible to ensure that all entitlement letter are distributed and collected. The ESL teacher, Mr. Titus is instructed to collect the letters from the students. The entitlement letters along with the Parent Survey and Selection Forms are stored in the Guidance Office with students record.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K** ✪ **1** ✪ **2** ✪ **3** ✪ **4** ✪ **5** ✪ **6** ✪ **7** ✪ **8** ✪ **9** ❄ **10** ❄ **11** ❄ **12** ❄

This school offers (check all that apply):

Transitional bilingual education program	Yes ✪	No ❄	If yes, indicate language(s):
Dual language program	Yes ✪	No ❄	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	**Newcomers (ELLs receiving service 0-3 years)**	20	**Special Education**	8
SIFE	26	**ELLs receiving service 4-6 years**	11	**Long-Term (completed 6 years)**	12

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	9	1	11	3	2	12	2	5	42
Total	**19**	**9**	**1**	**11**	**3**	**2**	**12**	**2**	**5**	42
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish										1	4	2	2	**9**
Chinese										0	1	0	1	**2**
Russian										0	0	0	0	**0**
Bengali										3	3	2	3	**11**
Urdu										1	0	0	0	**1**
Arabic										1	1	1	1	**4**
Haitian										2	2	0	1	**5**
French										2	2	0	1	**5**
Korean										0	0	0	0	**0**
Punjabi										0	0	0	0	**0**
Polish										0	0	0	0	**0**

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Albanian										0	0	0	0	**0**
Other										2	2	1	1	**6**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**12**	**15**	**6**	**10**	**43**

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our only ELL model is freestanding using the departmentalized organizational model. Beginning students have three periods of ESL classes (English, Reading and Writing) and then take four or five other subject area classes with the general population. Intermediate students take two periods of ESL classes (English and usually Writing, but it depends on the students NYSESLAT scores) and five or six other subject area classes with the general population. Advanced students take one ESL course (usually Writing, but it could be Reading - depending on their NYSESLAT scores) and six or seven other subject area classes with the general population.

Our program has heterogeneous (mixed proficiency levels) classes, with the exception of our two Beginning Level Reading classes which all of our beginners take together. We currently have Mr. Titus, with certification in ESL, teaching the 5 periods of ESL courses this year for our 42 students. Our instructional periods are 46 minutes long.

NYS CR Part 154: We offer beginning students 3 instructional periods of 46 minutes 5 days a week for a total of 690 minutes per week. We offer intermediate students 2 instructional periods of 46 minutes 5 days a week for a total of 460 minutes per week. We offer our advanced students 1 instructional period of 46 minutes 5 days a week for a total of 230 minutes per week and 230 minutes per week. The student teacher ratio is about 15 students to one teacher.

Mr. Titus (our certified ESL teacher) is able to teach all of the ELL periods because of our heterogeneous grouping. He teaches 5 periods for ELL students. There are beginning, intermediate, and advanced students in all 5 of these periods. Most beginners have period 3, and 4.

A. Programming and Scheduling Information

Most intermediate students have periods 5 and 6. Advanced students are placed in periods 6 and 7. Advanced students' placement is dependent on programming issues and graduation requirements as well as for grouping purposes. Period 1, 3 and 7are Mr. Titus's smallest classes. Period 1 has 11 students while period 7 has13 students. Period 5 and 6 are the largest classes with 22 students in period 5 and 19 students in period 6.

Our Language Allocation Policy focuses on the development of literacy through all four language modalities with a strong emphasis on writing. To best do this, all of our teachers are integrating the Common Core Learning standards and performance tasks in their instruction - Ms. Sharon Wexler, a member of the School's Common Core team is assisting teachers to infuse literacy into all content areas. Our LAP must also support the use of language and content objectives in the content area classes since, in a free-standing ESL program, students receive content area instruction in English. Common planning meetings are held every Wednesday throughout the year so that teachers can discuss students' needs and can plan effective instruction to support their needs. All teachers are also scheduled for Common Prep periods. Students with low literacy in their own language and students with interrupted formal education are identified through their responses to questions on the Home Language Survey and teacher evaluations. These students are strongly encouraged through parental contact and guidance to participate in tutorial programs, and after school Title III sessions. Teachers are aware of youngsters' need and differentiate instruction to accommodate and support their needs. Classroom libraries are in place for these youngsters. Independent reading is required for all ELLs.

Our instructional program is designed to include ESL, English Language Arts and content area instruction that is aligned to the New York State ESL, ELA standards, and common core standards and that meets all the CR part 154 requirements. This instruction includes scaffolding of academic language and complex content. It engages students through teaching language and structure in context with the use of visuals, realia, and other scaffolding strategies that promote student achievement. Materials and texts that connect to students' interest and experiences help them make connections to prior knowledge and to access new information. The program emphasizes the Principles of Learning, the Common Core Learning Standards and the use of academic language for oral and written discourse. English Language Learners with special needs participate in the same standards-based program as all Science Skills Center High School students while receiving the support they need to achieve as indicated on their Individual Education Plans.

Although we have two licensed ESL teachers, only one is currently teaching courses for our ELLs. Since this may not always remain the case, we have created a system where we keep portfolios of our ELLs work from one year to the next. This acts as a reminder to their instructors as what the ELLs had been doing and what they struggled with. We find that keeping this information and sharing it with others instructors and with the ELLs everyone is on the same page as to our students' zone of proximal development and where they are ready to be challenged.

English as a Second Language will focus on the standards. Classes will includes activities where:
-Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, and apply and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
-Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a Second language will use English for self expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read and respond to oral, written, and electronically produced texts and performances, relate texts and performance to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the text and performances represent.
-Students will listen, speak, read and write in English for critical analysis and evaluation. Students learning English as a second language

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	-Students will listen, speak, read and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose and setting.
75%	
50%	-Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of different social, cultural, and
25%	

	Dual Language
100%	
75%	
50%	
25%	

A. Programming and Scheduling Information

their interactions with others in their new cultural environment.

B. Programming and Scheduling Information--Continued

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

Science Skills Center High School is committed to the principles that every student deserves a quality education. It is our mission to provide a quality education in a safe and supportive environment. The program for our English Language Learners has been designed, planned, and fine-tuned to reflect our shared commitment to educate our youngsters, excite them about learning and shape them into contributing members of our American society.

ELL Supplemental Support: ALL ELL students have access to the same supplemental programs offered to general education students. They are encouraged to take credit recovery classes (academic intervention program) after-school and attend after-school tutoring given by each department in addition to the After-school and Saturday Academy. ELLs also have access to PLATO, Achieve 3000, Rosetta Stone (Levels I, II, III), Pocket Translators, bilingual dictionaries and glossaries. Other intervention services include Regents Tutoring, math tutoring for Integrated Algebra and Geometry and translators are also hired. Targeted intervention services are offered to all ELL students through Regents Prep and one-on-one tutoring.

All ESL students receive time and a half during all test that are admininster to them. This includes class test and Regents exams. For the upcoming year ESL students will receive extra lab time for all the science Regents to ensure that they complete all mandated labs and the required lab minutes.

In addition, ELL students who have demonstrated need for additional support are offered after-school tutoring, where a content area-teacher will be supported with a fully licensed ESL teacher using a push-in model. The extra-time, help and support assists these youngsters in meeting the English Language Arts standards and Common Core Standards. Other newcomers who are evaluated by the LAB-R and are found to be entitled to services are placed according to their results. On content areas assessment, it has been found that our ELLs are struggling to pass their Global History Regents and ELA Regents exams even though we have seen a vast improvement last year from previous years. We will as we did last year continue to use title III after-school tutoring and Saturday Academy to provide our ELLs with additional help to further assist them in preparing for these examinations as well as developing skills and vocabulary to help them in their respective content areas.

The After-School Academy will focus on ELA, Living Environment and Global History regents preparation. All ELLs who failed the class or regents or were absent from the exam are to participate in the after-school program. The Saturday Academy Program will focus on better preparing ELLs for the Math and ELA regents exams.

In the After-School Academy and Saturday Academy Programs students will receive instruction through licensed content-area teachers. LEP students will be supported directly by two ESL licensed teachers. The After-school Academy Program will take place two-days a week for an hour and a half each day. The Saturday Academy will take place every Saturday for 8 weeks. Instruction will take place for a total of three hours each Saturday.

Once an English language learner has reached proficiency as indicated on the NYSESLAT their progress is monitored by the guidance department. Students are programmed for ELA Regents preparatory classes to ensure their success on the English Language Arts Comprehensive Regents Examination. Additionally, after-school tutorials are scheduled throughout the year and there is Saturday Academy (Title III) for students who need additional assistance with content area subjects. Make-up labs are offered to youngsters who

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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For students reaching proficiency, our transition plan is designed to include content area instruction that is aligned to the New York State

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Not Applicable

Science:	N/A		N/A	N/A

D. Professional Development and Support for School Staff

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

All School Staff (including guidance counselor, psychologists, occupational/physical therapists, speech therapists, parenet coordinator): Most of the ELL professional development we have is done on-site by members of our school community. We have weekly professional development meetings in addition to a monthly department and faculty meeting. Meetings focus on instructional issues or teachers conference on the progress of individual students. Additionally, content area teachers articulate and collaborate with ESL teachers to facilitate English language academic vocabulary and content area learning. The ESL teachers work on curriculum development and professional development with and for the other subject teachers in our school. As mandated under CR Part 154, our ELLs receive ESL instruction according to their English language proficiency level and content area instruction from a content-licensed teacher using ESL methodology. Because nearly all of our professional development is focused on differentiating instruction, the workshops are constantly assisting teachers in creating curriculum and strategies to meet these needs of all individuals students and sub-groups, especially our ELL students. Paraprofessionals also participate in these meetings. In addition to our own staff providing ESL PD, we have an ESL specialist from the Children's First Network who provides each department with subject-specific ESL workshops during some of our weekly PDs. Mid-Year we add up all of the hours of PD and make sure we schedule some extra workshops during some of our weekly PDs and make sure we schedule some extra workshops to ensure we have 10 or more hours by the end of the year. We have a lot of professional development for staff on using ARIS to identify ELL students in their course, how to use ARIS to group students based on their needs, and how to seek out Mr. Titus, our ELL coordinator, to assist in meeting the varied needs of the ELLs. Mr. Titus will often push-in to a content area teachers class to work with ELLs to model for the content area teacher strategies that can be used in the content area classroom to support ELLs. In addition, we provide training for content-area teachers on the testing modifications ELL students are permitted and how to assist ELLs in using translation glossaries in their courses.

Support Staff: Although we do not have any bilingual teachers, the occupational and physical therapists working for our school meet once a month with Mr. Titus, our certified ESL teacher and ELL coordinator, for training on how to work productively with ELL students and for strategies to help them meet with specific needs of students they are working with.

Assistant Principals: Our school has 2 insructional assistant principals. Dr. Dahlia McGregor, A.P. (who is also the supervisor of the ELL program attends the ELL profesional development workshops that are given by the Children's first Network, in addition to the EA-Special Services Manager ELL Compliance/Performance Specialist from the Children First Network 103, Sileni Nazario, provides hands on instruction on site for him, Mr. Titus, our ELL coordinator, and other APs. also attends (often with the ELL coordinator) ELL workshops that are offered from the DOE and other educational organizations. He then turnkeys this information to all of the other 3 APs at cabinet meetings and staff at on site workshops.

Required 7.5 + Hours of Training for Non-ESL Staff: Our ELL Coordinator, Mr. Titus, keeps track of all professional development pertaining to ELLs that we give and keeps all attendance, agendas, and hours in a folder.

ESL Staff: ESL teachers meet regularly and participate in city-wide and regional professional development. The ESL staff participated in the West-Ed Quality teaching for English Language Learners program (Building the Base, English Language Arts, QTEL Beginners). In house professional development focuses on the development of students' reading and writing skills, diversifying instruction and assessment, meeting the needs of ELLs, and looking at student writing. Additionally, academic language development is planned for in school with special consideration to scaffolding strategies, use and incorporation of visuals and providing classroom teachers with strategies for

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Guidance Counselors receive professional development in which PARt 154 is review to ensure that students are scheduled for the required number of ESl classes.

E. Parental Involvement

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

We are working with the PTA President, Wanda Simon, to have our parents of ELLs attend the monthly PTA meetings at our school. In addition, we have had an orientation meeting for the incoming ELLs and their parents before school starts every year to make sure both are prepared for transitioning into high school life. In October we distribute a parent survey to parents asking for information about issues, concerns, and interests they have for workshops. We use this information to inform what topics we have for parents during our Saturday Academy. In collaboration with the ELL experts from the Children's First Network we then create workshops for parents. Some of the workshops we expect to have based on previous interest are: Beginner ESL classes, which will help them to navigate along with their child aspects of the four years that their child will be in high school (Rosetta Stone and other English Language Learning software will be used), Navigating College Applications, and Internet Safety.

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	

B. Programming and Scheduling Information--Continued

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

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ELL Supplemental Support: ALL ELL students have access to the same supplemental programs offered to general education students. They are encouraged to take credit recovery classes (academic intervention program) after-school and attend after-school tutoring given by each department in addition to the After-school and Saturday Academy. ELLs also have access to PLATO, Achieve 3000, Rosetta Stone (Levels I, II, III), Pocket Translators, bilingual dictionaries and glossaries. Other intervention services include Regents Tutoring, math tutoring for Integrated Algebra and Geometry and translators are also hired. Targeted intervention services are offered to all ELL students through Regents Prep and one-on-one tutoring.

All ESL students receive time and a half during all test that are admininster to them. This includes class test and Regents exams. For the upcoming year ESL students will receive extra lab time for all the science Regents to ensure that they complete all mandated labs and the required lab minutes.

In addition, ELL students who have demonstrated need for additional support are offered after-school tutoring, where a content area-teacher will be supported with a fully licensed ESL teacher using a push-in model. The extra-time, help and support assists these youngsters in meeting the English Language Arts standards and Common Core Standards. Other newcomers who are evaluated by the LAB-R and are found to be entitled to services are placed according to their results. On content areas assessment, it has been found that our ELLs are struggling to pass their Global History Regents and ELA Regents exams even though we have seen a vast improvement last year from previous years. We will as we did last year continue to use title III after-school tutoring and Saturday Academy to provide our ELLs with additional help to further assist them in preparing for these examinations as well as developing skills and vocabulary to help them in their respective content areas.

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For students reaching proficiency, our transition plan is designed to include content area instruction that is aligned to the New York State

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

All School Staff (including guidance counselor, psychologists, occupational/physical therapists, speech therapists, parenet coordinator): Most of the ELL professional development we have is done on-site by members of our school community. We have weekly professional development meetings in addition to a monthly department and faculty meeting. Meetings focus on instructional issues or teachers conference on the progress of individual students. Additionally, content area teachers articulate and collaborate with ESL teachers to facilitate English language academic vocabulary and content area learning. The ESL teachers work on curriculum development and professional development with and for the other subject teachers in our school. As mandated under CR Part 154, our ELLs receive ESL instruction according to their English language proficiency level and content area instruction from a content-licensed teacher using ESL methodology. Because nearly all of our professional development is focused on differentiating instruction, the workshops are constantly assisting teachers in creating curriculum and strategies to meet these needs of all individuals students and sub-groups, especially our ELL students. Paraprofessionals also participate in these meetings. In addition to our own staff providing ESL PD, we have an ESL specialist from the Children's First Network who provides each department with subject-specific ESL workshops during some of our weekly PDs. Mid-Year we add up all of the hours of PD and make sure we schedule some extra workshops during some of our weekly PDs and make sure we schedule some extra workshops to ensure we have 10 or more hours by the end of the year. We have a lot of professional development for staff on using ARIS to identify ELL students in their course, how to use ARIS to group students based on their needs, and how to seek out Mr. Titus, our ELL coordinator, to assist in meeting the varied needs of the ELLs. Mr. Titus will often push-in to a content area teachers class to work with ELLs to model for the content area teacher strategies that can be used in the content area classroom to support ELLs. In addition, we provide training for content-area teachers on the testing modifications ELL students are permitted and how to assist ELLs in using translation glossaries in their courses.

Support Staff: Although we do not have any bilingual teachers, the occupational and physical therapists working for our school meet once a month with Mr. Titus, our certified ESL teacher and ELL coordinator, for training on how to work productively with ELL students and for strategies to help them meet with specific needs of students they are working with.

Assistant Principals: Our school has 2 insructional assistant principals. Dr. Dahlia McGregor, A.P. (who is also the supervisor of the ELL program attends the ELL profesional development workshops that are given by the Children's first Network, in addition to the EA-Special Services Manager ELL Compliance/Performance Specialist from the Children First Network 103, Sileni Nazario, provides hands on instruction on site for him, Mr. Titus, our ELL coordinator, and other APs. also attends (often with the ELL coordinator) ELL workshops that are offered from the DOE and other educational organizations. He then turnkeys this information to all of the other 3 APs at cabinet meetings and staff at on site workshops.

Required 7.5 + Hours of Training for Non-ESL Staff: Our ELL Coordinator, Mr. Titus, keeps track of all professional development pertaining to ELLs that we give and keeps all attendance, agendas, and hours in a folder.

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Guidance Counselors receive professional development in which PARt 154 is review to ensure that students are scheduled for the required number of ESl classes.

E. Parental Involvement

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

We are working with the PTA President, Wanda Simon, to have our parents of ELLs attend the monthly PTA meetings at our school. In addition, we have had an orientation meeting for the incoming ELLs and their parents before school starts every year to make sure both are prepared for transitioning into high school life. In October we distribute a parent survey to parents asking for information about issues, concerns, and interests they have for workshops. We use this information to inform what topics we have for parents during our Saturday Academy. In collaboration with the ELL experts from the Children's First Network we then create workshops for parents. Some of the workshops we expect to have based on previous interest are: Beginner ESL classes, which will help them to navigate along with their child aspects of the four years that their child will be in high school (Rosetta Stone and other English Language Learning software will be used), Navigating College Applications, and Internet Safety.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	3	0	0	5
Intermediate(I)										6	8	2	6	22
Advanced (A)										3	3	4	2	12
Total	0	0	0	0	0	0	0	0	0	11	14	6	8	39

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speakin	B										0	1	0	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	27		18	
Integrated Algebra	17		10	
Geometry	8		5	
Algebra 2/Trigonometry	1		1	
Math RCTM	0		0	
Biology	0	0	0	0
Chemistry	3	0	0	0
Earth Science	3	0	2	0
Living Environment	11	0	10	0
Physics	0	0	0	0
Global History and Geography	17	0	12	0
US History and Government	12	0	9	0
Foreign Language	5	0	5	0
Other RCTS	2	0	1	0
Other RCTW	1	0	1	0
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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

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

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

Our school uses a variety of assessment tools to assess early literacy skills of our ELLs. Students 8th grade assessements let us know whether they are a level 1,2,3, or 4 when beginning high school. For new freshman, sophomores, juniors and seniors who took the NYSESLAT in the previous years, we use their data from the ATS report RNMR to assess their strengths and weaknesses when it comes to

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

Part VI: LAP Assurances

School Name: Science Skills Center		School DBN: 13K419	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy A. Henry	Principal		10/12/11
Dahlia McGregor	Assistant Principal		10/12/11
Gaynell Canty	Parent Coordinator		10/12/11
Edgard Titius	ESL Teacher		10/12/11
Wanda Simon	Parent		10/31/11
Gerald Latham/Social Studies	Teacher/Subject Area		10/12/11
Delia Joseph /Math	Teacher/Subject Area		10/12/11
N/A	Coach		
N/A	Coach		
Henrietta Dixon	Guidance Counselor		10/31/11
Yvet Chu	Network Leader		10/31/11
Sharon Wexler	Other Common Core Team		10/12/11
Mohsina Akter	Other Student		10/12/11
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 13k419 **School Name:** SCIENCE SKILLS CENTER HIGH SCHOOL

Cluster: 103 **Network:** YUET CHU

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

Part A: Needs Assessment Findings

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

During the course of the school year we ran several workshops for parents. Our faculty includes teachers who are fluent in French, Spanish, Haitian Creole, Chinese, Urdu, and Bengali. Our parents receive phone messenger, letters and announcements, in the languages listed above. Parents are invited to attend open house throughout the school. The Student Language Survey allows us to identify students' languages.

The language spoken at home and data from the preferred Lanaguage of communication data are collected and used to ensure that parents are provided with the appropriated and timely information in a language that they can understand. The LAB-R also provides important data about the language to with communicating to parents. The Home Language Identification Survey (HLS) is given to all the parents of students who are newly admitted to our school. This survey provide with important data that is used to identify written translation and oral interpreation needs of our students. The RHLA report is another source that provides us to acces wriitten translation and oral interpretation needs .

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

One of the main needs of our school in terms of translation is the need for glossaries in Bengali for high school students. Our school hired a Bengali speaking teacher who will be working on translation for those students who are from Bangladesh.
Last year we had an Arabic Translator who assisted Arabic students with the US History Regents Curriculum and the two students after having the translation tutoring support not only passed the US History Regents, they received grades of 70s and 80s.

Over the years were have always ordered Regents exams in other langauage but very rare we admininster one of thes exams to our students. Very often our students have opted to take their state exams in English. This also a trend in our current Feed standing ESL

program. But it is a regular practice of the school to hire translators for groups of ESL students based on their needs. Only once over the past three years that we hired a written translator to translate one student's Regents exam.

These findings were reported to the school community through the School Leadership Team meeting, PTA meetings

Part B: Strategies and Activities

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

The school will provide oral translation services when needed. The glossaries for the core subject areas will be translated in Bengali, French, Haitian Creole and Spanish. Letters that are sent home from the administration will be translated in the languages above. Our school has an open door policy; every effort is made to find a translator for parents as needed. Written translations will be provided by outside vendors, in-house staff, and parent volunteers.

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

Some of the school guidance staff and other faculty members are fluent in French, Haitian Creole, Spanish, Bengali, Chinese, and Urdu. We will make arrangements to have translators available for students and parents as needed. Our school has a large population of students from Bangladesh. There are very limited glossaries available in Bengali for students on the high school level. We have a teacher on staff who is in the process of translating glossaries in Bengali in the different subject areas. The PTA meets once a month, the School Leadership Team, the Parent Coordinator, and the faculty disseminates information to parents and other members of staff. The English as a Second Language Coordinator also provides parents with the Home Language Identity Survey, the ELL parent brochure, the Parent Survey, the Program Selection Form, the Parental Notifications, the Entitlement letter, and Placement letter. The school will provide translated documents through the Translation and Interpretation Unit or in-house as needed. The school will also provide documents in the parent's primary language whenever it is available in matters related to health, safety, legal or disciplinary matters, or placement in Special

Education or English Language Learners.

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

The PTA meets once a month, the School Leadership Team, the Parent Coordinator, and the faculty disseminates information to parents and other members of staff. The English as a Second Language Coordinator also provides parents with the Home Language Identity Survey, the ELL parent brochure, the Parent Survey, the Program Selection Form, the Parental Notifications, the Entitlement letter, and Placement letter. The school will provide translated documents through the Translation and Interpretation Unit or in-house as needed. The school will also provide documents in the parent's primary language whenever it is available in matters related to health, safety, legal or disciplinary matters, or placement in Special Education or English Language Learners.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: SCIENCE SKILLS CENTER HIGH SCH	DBN: 13k419
Cluster Leader: RELLO ANSELMI CORINNE	Network Leader: YUET CHU
This school is (check one): ❄conceptually consolidated (skip part E below) ✪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): ✪Before school ❄After school ❄Saturday academy ✪Other:
Total # of ELLs to be served: 39 Grades to be served by this program (check all that apply): ✪K ✪1 ✪2 ✪3 ✪4 ✪5 ✪6 ✪7 ✪8 ❄9 ❄10 ❄11 ❄12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 4

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: At 13 K419, we will use the Title III money to help our ELL population improve in their content area courses in Science, Social Studies, Math, and English Language Arts. We will do this by having two separate programs, one after school and one on Saturdays. The two programs will be:

1. After School Academy for Living Environment & Global Studies

2. Saturday Academy for Math & English.

After-School Academy for Living Environment and Global Studies

This After-school Academy will begin on December 5, 2012 and end on June 18, 2012 from 3:30 pm to 5:30 pm on Tuesdays. The After-school Academy will focus on Living Environment Regents Preparation and Global History. All ELLs who are currently enrolled in and/or failed a Living Environment or a Global Studies class and/or its Regents or were absent from the exam will participate in the after-school program. The classes will be team taught by a certified ESL teacher, a certified Living Environment Teacher, and a certified Social Studies teacher. In addition we will have a DOE licensed Bengali translator at all after school sessions. Each of the two classes (one Global and one Living Environment) will have a minimum of 10 students and a maximum of 20 students.

The item analysis report from the New York State Regents exams for Global Studies and Living Environment will be reviewed, discussed and analyzed by the Global Studies and Living Environment teachers along with the Assistant Principal to gather data about student's strengths and weaknesses. This information will be used to create instructional plans for the classes that are aligned to the students' learning needs. The class will be taught using best practices such as: planning of lessons using the Universal Design for Learning (UDL) framework, flexible grouping, differentiated instruction, formative assessment, teachers providing actionable and timely feedback to students based on their performances, use of rubric to assess students' work. inquiry based learning where students will be designing laboratory investigations and content rich application approach whereby students will use the know gained on a daily basis to respond to content past related Regents questions.

There will be 21 sessions beginning in December and running through June. This After School Academy will meet once per week.

Saturday Academy for Math and English

Ancillary instructional materials in support of content areas will be purchased. These will include materials such as Oxford Picture Dictionaries to be used with beginning students, parents and young

Part B: Direct Instruction Supplemental Program Information

children who may come to the parent workshop. They will also include materials for the ELL Classroom Library to help organize it and to increase the books of interest to our ELL Students. We will also purchase paper to assist us in creating differentiating materials for our diverse students. These materials will be selected in collaboration with the ESL teachers, the content area teachers, and administrators. The English and Mathematics classes that are offered through this Saturday Academy will be taught by a licensed ESL teachers, a licensed teacher of English (ELA), as a supporting teachers and licensed Mathematic teacher. Each of the classes will have a minimum of 10 students and a maximum of 20 strudents. There will be 21 sessions beginning in December and running through June.

This Saturday Academy will help to increase students' English proficiency by use of the following instructional approaches, supporting and scaffolding students' learning, creation of flexible student groups, creation of learning plan and activities that will increase active participation, increase use of visuals (graphic organizers) and audio with closed caption video clips,and lesson aligned formative assessemsnts. Students will be given the opportunity to read and write in all classes and to work with a partner. All lessons will be planned, executed and embedded with the learning standards from the Common Core State Standards.

A supporting ELA licensed teacher will provide addition support to students during thes English classes to support students in preparation for the ELA Regents exam. This supporting ELA teachers withh work with a few students each week based on data gathered from their formative assessments for the previous week to support them to become proficient in their areas of needs.

This Saturday Academy is also designed to help increase ESL students' achievement in Mathematics by the following means of multiple changes in teaching and learning activities such as:

1. A systematic approach to problem solving where procedural steps are modelled for students by teacher with a focus on the required conceptual knowledge.

2. Use of technology for instructional delivery (such as use of video clicps demonstrating step-by step ways of solving problems). Revolution Prep, a test prep and academic tutoring online tool will be used as a supplementary tool to provide efficient feedback to teachers about students' strebghts and weaknesses.

3. Differentiated approach, which will also focus on small group instruction for students to complete problems, activities and assignments.

4. Use of concrete materials, this class will be taught by the use of manipulatives and tasks will be chosen that deal with important mathematical concepts.

5. Use of calculators, students will be taught how to use the calcaulator to solve various mathematical problems.

Part C: Professional Development

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: The two ESL teachers and the four content area teachers will participate in professional developments specifically for the After-school Academy and Saturday Program. ESL teachers have already received training in Q-tel. The professional development plan for these two programs will offer teachers an ongoing series of workshops that will focus on works titled below. We will have some workshops taught by an ESL instructional Specialist from our network and the others will be done by the Assistant Principal or other select members from our professional development providers: 1. Differentiation for Ell students titled, "Making Content Accessible to ELLS." 2. Integration of the Common Core Learning Standards to support ELLs. 3. Strategies to promote oral language development through through cooperative learning groups 4. How to provide effective vbocabulary development for English Language Learners. 5. Strategies to address the langauge needs of every students. 6. Use of Resources and tools for ESL students 7. Strategies to support ESL students in the four content areas (4 session workshop) 8. How to use assessment data to make a) curricular adjustments b) create targeted instructional and action/implementation plan b) Monitor students' progress c) Plan lessons to address areas of needs The data and assessment workshops will be a 4 series worksop. All of the four certified content are teachers, the two ESL teachers will attend the workshops starting in December and ending in June from 3:00 pm to 5:00 pm. They will be paid per session.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parents will be invited to attend four of the workshops given during our Saturday Academy from 10:30 am – 12:30 pm starting in December and ending in June. We will provide some snacks for the participants (10-25). Workshops will be held on the following dates 3/23/12, 4/21/12, 5/19/12 7 6/09/12. The Assistant Principal will facilitate the workshops and obtaining pro-bono speakers for the workshops. We will have translators available for these workshops. The workshops will

Part D: Parental Engagement Activities
be on the following topics: • Transcripts and Graduation Requirements: How well is your child doing? • The Road to College: What do you and your child need to do? • What rights do English Language Learners have in school and in the city? • An Immigration Lawyer Speaks about Topics of Your Concern ??????

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		