



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SCIENCE SKILLS CENTER HIGH SCHOOL

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

PRINCIPAL: DAHLIA MCGREGOR

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SUPERINTENDENT: KAREN WATTS

06-17-2013

CHOOL 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
Dahlia McGregor	*Principal or Designee	
Brenda Caldwell-William	*UFT Chapter Leader or Designee	
Ruben Torres	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sandra Ortiz Ashley Baxter	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patricia Dye	Member/ Teacher	
Gerald Latham	Member/Teacher	
Ralph Jean Baptiste	Member/ Assistant Principal	
Greta Manigault	Member/ Parent	
Onica Phillips -Cave	Member/Parent	
Natasha Arnasalam	Member/Parent	
Emily Jordan	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By August 2013, students enrolled in English Regents classes will demonstrate progress towards achieving State standards as measured by a 3-5% increase in students scoring 75 or better on the New York State Regents Comprehensive exam for English.

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 on essay 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: 26, 27. & 28.**

Instructional strategies/activities

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

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

1. **Reading and writing task in each lesson**
2. **Use of a past Regents constructed response questions as part of the summary and assessment for each lesson**
3. **Students will be assigned a book to read outside of class each month that will culminate in a book review and a circle talk session**
4. **Each class will select "SAT Words of the Week." Students will utilize the SAT words during the week in their assignments**
5. **SAT prep classes will be offered to students once per week through Medgar Evers College and New York City Technical College**
6. **Teachers will collaborate during teacher team meetings to develop Weekly Writing Assignments for students to complete (the assignment will be graded with a rubric and actionable feedback provided by teachers to students).**
7. **Implementation of a "Blended Learning Approach" that will allow students to participate in an online classroom with opportunities to complete extended response questions online through a writing lab and gain immediate feedback on their performance and progress.**
8. **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.**
9. **Teacher teams will utilize the periodic assessment data from Acuity to plan and make instructional changes.**
10. **Use ARIS to create student groups based on students learning needs.**
11. **Planning and delivery of differentiated instruction to target students learning needs as identified from pre-assessment & benchmark data and learning styles survey.**

12. Teachers work in teams to create weekly pacing calendars
13. Teachers will work in inquiry teams once per week to focus plan and design instruction for the students in the lowest third (target population).
14. Creative Writing Club to provide extended writing opportunities through competitions to students as an extra-curricular activity
15. Regular tutoring sessions will be held on Tuesdays after school for two hours (selected sections of the English Regents will be covered at these tutoring sessions as identified from students' assessment data by the ELA teachers and the department chair person). A list of the topics to be covered each week will be posted in each ELA classroom. Teachers will also inform students about the topic focus for each week of tutoring.

Other resources include but not limited to:

- a. *Eduware Test Wizard* (Regents Review practice, students will complete teacher selected and assigned constructed response questions from past New York State Regents Comprehensive Regents Exams.
- 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 ELA Department Chair will train and create all online classrooms for all teachers and train them to utilize the online classroom to track students content mastery level and use the data gathered to make adjustments to their pacing calendar and instruction.
- d. A common monthly assessment will be developed by the ELA teachers and administered to all students. Other interim assessments such as unit assessment, mock Regents exam will also be used to track and monitor progress.
- e. Department Chair 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. APs, Dept Chairs and teachers will meet on a weekly basis during their common prep period to evaluate the effectiveness of the strategies listed above.
2. Teacher teams meet 4 days per week (Monday to Thursday) to make curriculum sequencing decisions, develop lesson activities aligned to the school's priority Common Core Learning Standards, evaluate the effectiveness of selected teaching strategies base on student outcomes and make adjustments to the curriculum and instruction to ensure that all students are included in the sphere of success.
3. Collaborative/shared decisions will be made by the teachers along with the AP & Dept Chair at these meetings about other strategies that can be used.
4. 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

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

The following will be used to increase parental involvement:

1. Regularly scheduled PTA meetings
2. Guidance Counselors parent - student conferences will be scheduled on a regular basis
3. Translators will be available at PTA meeting for parents of other languages
4. Scheduled Parent Teacher Conferences
5. Parent workshops will be held for parents on topics of "How parents can track and monitor children's progress and how to utilize pupil path (online grade book).

6. 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.
7. Pupil Path will also generate an email to parents about their children's performance (behavioral & academic) and their class attendance.
8. Parents can communicate with teachers via Pupil Path
9. Phone messenger will be used to inform parents about students' daily attendance or completion of assignment
10. Parents will also receive a progress report every three week for their child.
11. Monthly parent Newsletter

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 x _____ Tax Levy x _____ Title I _____ Title IIA x _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

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.

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

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

1. Individualized support plans and professional development plan for each teacher which is developed by the teacher and the Dept Chair 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, and Castle Learning
3. Extensive data training to analyze students' assessment data and use data to plan targeted instruction
4. Planned monthly professional development from a leading professional development partner (The Common Priorities Program).

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, 2013 we will increase the number of students accumulating credits, sitting and passing the New York State Global History 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.

Data from Regents 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) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

During the Fall Semester Social Studies teachers will:

1. Social studies teacher teams will meet to review and analyze the June and August Regents item analysis for the Global History Regents exam
2. The teachers will identify areas of need and discuss strategies that will be used to address the areas to improve student outcome.
3. Teachers will use past regents questions to develop pre-assessments and benchmark assessments.
4. Social studies teacher teams will analyze results of the formative assessments and determine specific growth areas.
5. Use data from assessments to make adjustments to pacing calendars and instruction
6. Use ARIS data to group students for differentiation
7. Teacher will use protocol for looking at student work to create a unit focused specifically on improving students' responses to the DBQ section.
8. Teachers meet during common planning to plan differentiated lessons that are aligned to the Common Core learning standards.
9. Teachers will work in collaborative inquiry teams to create action plans and implementation plans for students.

During the Spring Semester:

1. The social studies teacher teams will focus the DBQ section of the Global studies Regents exam through modeling and guided practice
2. Students will attend after school tutoring for extra help and support
3. Teachers will also utilize an online classroom support to help students
4. Professional development will be planned and schedules to provide teachers with support for: differentiated instruction, analyzing students work, using rubrics to assess students work, creating common core aligned tasks, exploring reading strategies, effective ways of engaging

students, Strategies to motivate students, collaborative inquiry work and providing actionable feedback.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 1. Pupil Path will be used as a tool for parents to track and monitor students progress and communicate with teachers
 2. Teachers will reach out to parents on a weekly basis for students who need extra support
 3. Guidance Counselors will also make weekly calls to parents for student who are mandated to attend tutoring

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x _____ Tax Levy x _____ Title I _____ Title IIA x _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Planned monthly professional development from a leading professional development partner (The Common Priorities Program).

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June, 2013 we will increase the percentage of students that are college ready by 5% as indicated by meeting English and Math standards and or passing advanced courses.

Comprehensive needs assessment

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

Our 2011-2012 progress report college and career readiness were used as the data source along with ELA and Math regents exam data to identify the college readiness needs of the school

Instructional strategies/activities

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

The following will begin the Fall Semester and continue throughout the Spring semester

1. **Students schedules are aligned to their academic needs for ELA and Math, they are scheduled for classes that are designed to ensure that they develop the skills that are required for them to gain a 75 or better in the ELA Regents or a 80 or better for one of the Math courses that they will take.**
2. **An annual college orientation session will be held for all seniors to receive goals and responsibilities for senior year and final preparation for college. At this orientation students will receive a welcome senior packet.**
3. **All students are required to create an account for bigfuture.com (a free college and career online planning tool)**
4. **During the fall term a college and career center was opened for students and counselors to utilize for college and career counseling and planning.**
5. **The Common Core College Readiness standards are integrated in all classes offered to prepare students for life after high school.**
6. **Students are scheduled for College Board advanced placement course that are rigorous and students are required to take and pass the College Board exams for these courses.**
7. **Students are also given the opportunity to apply to our partner colleges to take college level courses and earn college credits.**
8. **Students also participate in rigorous Science and Technology Entry program courses to prepare them for careers in math, science and engineering.**
9. **The guidance department also offer students scheduled college and career counseling sessions (during these sessions students receive counseling in study skills/ habits, time management, decisions on choosing a college major and scheduled college application meeting to**

complete their college application on time).

10. All senior and juniors are mandated to attend the annual fall college and career fair to conference and meet with various college advisors as the work towards making the decision of which college to attend.
11. Students are scheduled to participate in college trips to gain more information about colleges.
12. All seniors and juniors are schedules to take SAT prep through Medgar Evers College or New York City Technical College.
13. All seniors are mandated to take an Introduction to College life class offered by New York City College of technology at Science Skills

Strategies to increase parental involvement

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

Parents will be invited to attend the annual fall college fair with their children

Workshops for parents on participating in concurrent education programs, planning for college

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

As a Title I 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 an action plan from September 2012 – June 2013.

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.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Writing Lab Tutoring Regents prep class	Online Small group	During the school day
Mathematics	Tutoring Regents Prep Classes	Small group Tutoring One-to-one	During the school day After school
Science	Lab make-up sessions Tutoring Regents prep Class	Small group One-to-one	During and after school
Social Studies	Global and US history prep class	Tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated counseling by guidance counselor, school psychologist and social worker	Individual counseling Group counseling	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Recruitment Strategies: To ensure that our teachers are highly qualified we have designed a rigorous recruitment approach that requires

1. teachers to plan and teach a lesson as part of the interviewing process
2. Present a teaching portfolio during the interview

Retention Strategies the school is implementing to ensure 100% highly quality teachers by the end of the 2012-2013 school year.

- Professional development needs assessment survey to develop the school's professional development plan.
- Individualized teacher professional development plans developed by teachers in collaboration with Assistant Principal
- Department supervisor will use survey data through conferencing with each teacher to develop personalized professional development plan for each teacher.
- Strategic programming of teachers to make sure that they are teaching in their license areas
- Department collaboration with Network Instructional Specialists to plan and conduct professional development for all teachers.
- Provide exemplary teachers as mentors for all new teachers
- Offers after school and during school professional development opportunities for teachers.
- Provides resources and support for all teachers to work with different groups of students.
- Provides opportunities for the creation of a technology driven environment with ongoing professional development activities to attract highly qualified teachers.

Support Strategies

- Provide training on how to understand and use data and assessment to improve classroom practice and student learning.
- Provide **Differentiated Instructional** training on how to teach and address the needs of students with different learning styles.
- Training in methods to improve student behavior in class and identifying early and appropriate interventions strategies to help students with different learning styles.
- Actively engages teachers in common planning and skill development that are directly linked to improve students' learning so that all students may meet or exceed New York State Learning standards.
- Teacher support is directly linked to school wide goals, expectations and school improvement plans
- Provides time and resources for learning, practice, and follow-up.
- Student support plan- developed with extensive participation from teachers, principal, paraprofessionals and other administrators (to include parents and other support staff) to ensure that students meet the State's academic standards..
- Provides teachers with opportunities to give feedback on the effectiveness of participation in professional development

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

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

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
- Pupil Path is used to e-mail school staff
- Pupil Path 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

School's Responsibility

- ❖ 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 Honors Pre-College Education** – 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 Pupil Path and ARIS by using the internet.
- ❖ Report Cards are provided to parents 5 times a year.
- ❖ Parents are made aware of school activities or events by email, phone calls or letters.

Teachers are available by phone, letters, Pupil Path 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.

Parent's Responsibility

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 in 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 and environment conducive for study;
 6. Making sure that homework is completed;
 7. Monitoring the amount of television my children watch;
 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.

Additional Provisions

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 everyday 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.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 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%
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Part II: ELL Identification Process

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

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

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 Curcuro 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 determine his or her eligibility for ELLs instructional services for. Mr. Titus, ESL teacher administers 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 Language 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 official class designation. At this meeting the RLAT is also reviewed to create a list of students for the four components. To ensure that the four components of the NYSESLAT are administered the use creates a checklist with the students' names and the components. When each component of the test is administered 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 committee. Mr. Titus administered the test within the scheduled window for the test. 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. Curcuro, 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 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	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													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			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	
	EL L	EP																		
Russian																			0	0
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

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
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										2	2	1	1	6
TOTAL	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.

A. Programming and Scheduling Information

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. 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 7 are Mr. Titus's smallest classes. Period 1 has 11 students while period 7 has 13 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 include 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 will use English to express their opinions and judgements on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English Language Proficiency to reflect on and analyze experiences, messages, ideas, information and issues presented by others using a variety of established criteria.

-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.

A. Programming and Scheduling Information

-Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of different social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and knowledge of local U.S. cultures and practices, in their interactions with others in their new cultural environment.

Support of standards will be evident by student work, boardwork, lesson plans and interviews with teachers. Additionally, every classroom will have the appropriate standards posted for maximum student awareness. A greater emphasis will be placed on interdisciplinary instruction in all of the English as a Second Language classes.

Students in this country for three years or less are often grouped with students who share the same native language and have been in this country longer and are more proficient in English. With this in mind, our guidance counselors and program chair, Delia Joseph, program students together in content area classes so that they can act as supports for one another. Furthermore, newcomers are given laptop computers, dictionaries and glossaries to be used in content area classes. Mr. Titus, our ELL certified teacher, pushes into content area classes for beginners on an as needed basis.

Students with low literacy in their native language (including Long Term ELLs and ELLs receiving 4 to 6 year of services) and students with interrupted formal education (SIFE) are identified through ATS reports, results on NYSESLAT, ELL Periodic Assessment, Acuity, and ELA regents results. These students are strongly encouraged through parental contact and guidance to participate in tutorial programs, and after school Title III sessions. Literacy, project-based learning and infusing technology are instructional strategies in place when working with SIFE, Long-term ELLs and ELLs in this country for 4 to 6 years. Teachers are aware of youngsters' needs and differentiate instruction to accommodate and support their needs and interest. Additionally, special literacy classes for ELLs in these categories are in place and there are classroom libraries to provide the students with additional reading materials. Instruction focuses on the development of literacy through all four language modalities with a strong emphasis on reading and writing. During common planning meetings throughout the year teachers discuss and identify students' needs and plan effective instruction to support the identified needs. The school ensures that ELL-SWD students whose IEP mandates ESL program are scheduled for the required number of ESL classes along with their SWD designated classes by the guidance committee reviewing the students IEP and proceed with programming. Flexible programming is use to maximize the the time that ELL-SWD students spend with non-disable students by mainstreaming these students.

What we have found is that many of our students once they reach high school have already been in ESL for several years. These students speak and understand English, but have poor reading and writing skills. Often we see a link between this and their weak reading and writing skills in their native language, although they speak the language fluently. As a result they do not transfer the reading and writing skills from their first language to their second. They are well-versed in the BICS, but struggle at gaining and retaining the CALPS for all the content areas. When placed in ESL, these youngsters read high interest, low-level novels, short stories and newspaper articles. Varied writing activities and hands-on projects are designed to increase reading and writing proficiency. Advanced level youngsters who have difficulty writing essays focus on preparing for the ELA Regents as they discuss and review comprehensions of works of literature and non-fiction. Achieve 3000 and Plato are also used.

English Language Learners receive an instructional program with the same emphasis on academic rigor as our entire student population. They attend classes with the entire student body. They are expected to produce original student work that reflects comprehension of academic principles and concepts as well as proficiency in different modes of academia. They exhibit academic and technical proficiency in the use of technology to go research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer-conferencing, and the use of oral and written academic language. ELLs are required to use technology in each class project assigned during each semester. All ELLs are given access to laptop computers in the ESL and other content area classes. Student projects as well as research is done using the computers. ESL and content area teachers use PLATO, Achieve 3000, Test Wizard, as well as Castle Learning as tools to support their lessons as well as for students' use. Lessons are taught using Smartboards in all classes. It is part of Science Skills Center High Schools instructional goals to infuse technology into all its programs.

ELL with Special NEEDs: Through weekly professional development meetings and another common prep period we discuss with the Special Education teachers and paras strategies, materials, and curriculum that are being used in the ESL classes and can be continued in the resource room. Our goal is to make sure there is continuity of instruction between both departments. The Special Education teachers also share differentiation strategies that have been successful with our students.

A. Programming and Scheduling Information

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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

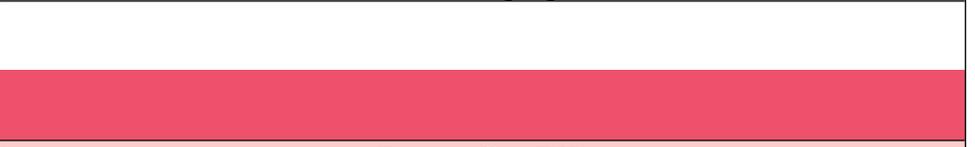
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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

B. Programming and Scheduling Information--Continued

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 administered 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 may not have achieved the required number of labs to take the science regents examinations.

For students reaching proficiency, our transition plan is designed to include content area instruction that is aligned to the New York State standards and common core standards. Instruction includes scaffolding of academic language and complex content. It engages students through teaching and structure in context with the use of visuals, realia, and other scaffolding strategies that promote students achievement. Materials and texts that connect to students' interests and experiences and that help them make connections to prior knowledge and to access new information are used. The instructional program emphasizes the Principles of Learning and the use of academic language for oral and written discourse. Youngsters who have met proficiency as indicated by the NYSESLAT are programmed for special courses to ensure success. These courses include: Journalism, AP Literature and Languages, Drama and Improvisation, etc. Teachers of these courses are aware of youngsters' recent exit from ESL classes and use academic intervention strategies to differentiate instruction. Tutorials are scheduled throughout and after the school day for students who need additional assistance with content area subjects. Make-up labs are offered to youngsters who may not have achieved the required number of labs to take the science regents examinations. Additionally, the progress of youngsters who have met proficiency are monitored by their guidance counselors (Ms. McGregor, AP, and Ms. Dixon).

Improvements to Our Programs: Last year, we wanted to improve our program by not having every class be as heterogeneous as it was. We wanted to have one period with only the beginners, so they could really get individualized attention and work with other students on a similar level. We wanted to continue with mixing beginners, intermediate and advanced students for other periods because we didn't want students to miss opportunities to take the elective classes that they might be interested in. This year, we can say that we have come closer to achieving this, but still need to continue making improvements to the programming so that it matches our vision.

Another way, we wanted to improve the program last year was to increase the number of computers in the ELL classrooms from one to at least six. Our ELL classroom now has a laptop cart with sixteen computers for our students to use. All ELL content area teachers secure laptops for ELLs to use on a daily basis as well as use Smartboard technology in their classrooms. We are continuing to look for grant opportunities to further infuse technology into all classes. This year, we hope to begin our Title III after-school and Saturday tutoring earlier in the year so we can assist students in their non-ESL courses as an intervention to ensure their success. PLATO and Achieve 3000 will be used both in day classes as well as in after-school and Saturday programs.

We also want to continue to increase the number of books on tape and improve our ELL classroom library by adding many more books that are leveled and interest appropriate. We want to expand the content area classroom libraries by getting audiobooks for ELLs.

We are also looking this year to improve professional development to teachers about how to differentiate instruction for ELLs in content area courses.

As we did last year, we will continue to invite parents to attend our Saturday Academy where they will continue to receive Beginner ESL classes, which will help them to navigate along with their child's aspects of the four years that their child will be in high school. In addition, parents will get to use Rosetta Stone (Levels I, II, and II) and English Discoveries to improve their English, and they will also learn about other computer software programs being used to help their children in their classes, i.e. PLATO and Achieve 3000.

Ancillary instructional materials in support of content areas will be purchased. These will include microphones, picture dictionaries to be used by parents and their adolescents. Also, additional licenses for Rosetta Stone will be purchased as well as supporting materials to ELL textbooks, i.e. Milestones, will be purchased.

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 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. 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 will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English Language Proficiency to reflect on and analyze experiences, messages, ideas, information and issues presented by others using a variety of established criteria.

-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.

-Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of different social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and knowledge of local U.S. cultures and practices, in their interactions with others in their new cultural environment.

Support of standards will be evident by student work, boardwork, lesson plans and interviews with teachers. Additionally, every classroom will have the appropriate standards posted for maximum student awareness. A greater emphasis will be placed on interdisciplinary instruction in all of the English as a Second Language classes.

Students with low literacy in their own language and students with interrupted formal education (SIFE) 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' needs and differentiate instruction to accommodate and support their needs. Additionally, special literacy classes for ELLs in this category are in place and there are classroom libraries to provide the students with additional reading materials. Instruction focuses on the development of literacy through all four language modalities with a strong emphasis on reading and writing. During common planning meetings throughout the year teachers discuss and identify students' needs and plan effective instruction to support the identified needs.

We no plans or services that will be discontinued because we have seen an increase in the number of ELLs we are servicing. We are continuing to improve upon what was done last year.

English Language Learners receive an instructional program with the same emphasis on academic rigor as our entire student population. They attend classes with the entire student body. They are expected to produce original student work that reflects comprehension of academic principles and concepts as well as proficiency in different modes of academia. They exhibit academic and technical proficiency in the use of technology to go research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer-conferencing, and the use of oral and written academic language.

ELLs are required to use technology in each class project assigned during each semester. All ELLs are given access to laptop computers in the ESL and other content area classes. Student projects as well as research is done using the computers. ESL and content area teachers use PLATO, Achieve 3000, as well as Castle Learning as tools to support their lessons as well as for students' use. Lessons are taught using Smartboards in all classes. It is part of Science Skills Center High Schools instructional goals to infuse technology into all its programs.

In our ESL model, students receive bilingual dictionaries, glossaries and are given translators to be used in school and at home. Translators are supplied when needed. In class, students who speak the same language are grouped together to act as supports. Students who speak the same language are grouped together in content area classes.

All content is age and grade level appropriate. ELL Curriculum Texts and Resources: At the ELL beginning Level the texts Rewards Multi-syllabic Word Reading Strategies, Bridges to Literature Level 1 (McDougal Litell), Visions (A), Milestones (A), High Point (A) and English Discoveries and Rosetta Stone computer software are used. Students are also required to complete 3-5 leveled books of choice from the independent reading library. (Students at all three levels read graphic novels.) These students receive three periods of instruction daily totaling six hundred and forty-five minutes of instruction per week.

For Intermediate level we use High Point (B and C), Visions (B), Bridges to Literature (Green) and adapted classic novels with DVD recording of the text such as The Call of the Wild, Treasure Island, and The Strange Case of Dr. Jekyll and Mr. Hyde. Students are also required to complete 5 to 7 leveled books of choice from the independent reading library. Intermediate Level students receive four hundred and thirty minutes of ESL instruction per week.

At the advanced level the novels including Macbeth, The Chocolate War, To Kill a Mockingbird, The Miracle Worker, When I Was a Puerto Rican, Things Fall Apart, A Doll's House, Flowers for Algernon, The Pearl, Animal Farm, Of Mice and Men as well as many short stories including "Rappuccini's Daughter," "The Curious Case of Benjamin Button," "The Lottery," "The Secret Life of Walter Mitty," "Harrison Bergeron" to name a few. The short stories are accompanied with films, which students use for comprehension as well as analysis of techniques and viewpoints used across the two medium of text and film. Advanced level students who are juniors also develop vocabulary using Vocabulary Cartoons Books I and II, Vocabulary for the College Bound and on a daily basis they are given sponge activities using the vocabulary program Meanings in Opposition. Students also read the novels Tooth and Nail and Test of Time, which are SAT vocabulary building novels. Advanced level are required to complete 7 -10 leveled books of choice from the independent reading library. Advanced level students are required to complete 7-10 leveled books of choice from the independent reading library. Advanced level students receive two hundred and fifteen minutes of ELA instruction. As data reflects most of our ELLs are at intermediate levels of proficiency across all grades. Our students' reading levels showed variations among individual students. Most students across all grades showed the highest need for the development of reading and writing proficiency. The teachers of long term ELLs who have been identified by the extension of services report are informed of the areas where progress is most needed. These students need assistance so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for an ELA regent's preparation class to enhance their writing skills, encouraged to attend our title III tutoring sessions after school and on Saturdays. Writing workshops afterschool and during the Saturday Academy are offered to the long term ELLs and other ELLs who have demonstrated deficiency in reading and writing.

All students including ELLs are invited to Science Skills Center High School Orientation Program during the summer. For the last three years our incoming freshman were invited to a bridge program specifically created to help students ELLs included transition from junior high school to high school. Additional funding are been sought through grant writing to acquire funds to offer more instructional support programs and services for ESL students. ESI students of all grade levels receive addition help though tutoring sessions that are held during the lunch periods. These sessions are designed to target the needs of students and also to focus on preparing students for Regents exam in the four core areas.

New incoming ninth grades performance are monitored through the four core subject areas and they are offered extra help through the after school and Saturday prgram.

Science Skills Center High School recognizes the importance of language and culture in the development of a school community that includes all students and their families. We are committed to making sure that parents and others understand our Language Allocation Policy and the design of our free-standing ESL program. Although we would like to offer our ELL students instruction in many more languages other than English, the only language elective we currently offer students is Spanish.

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, parent 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 instructional assistant principals. Dr. Dahlia McGregor, A.P. (who is also the supervisor of the ELL program attends the ELL professional 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 success. The workshop model is used in all classes. ESL teachers teachers participate in peer inter-visitation with content area teachers and lesson studies where the focus is developing academic rigor in a thinking environment while supporting the needs of all learners. Furthermore, Mr. Titus, our ELL coordinator, attends monthly trainings led by Sileni Nazario, and ELL Compliance/Performance Specialist from the Children First Network 103.

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.

Translation services are available for parent meetings with teachers and also guidance counselors. The parent coordinator is also responsible for collecting surveys from parents. Parents are involved in their children education because they constantly reach out to the school and meet with teachers to discuss their children's progress.

In addition, in February we have a special meeting for parents of ELLs with the ESL, guidance counselor (Ms. Dixon) to discuss credit accumulation and graduation requirements. This workshop is repeated in September for returning ELLs so parents can see the progress students have made.

Parents will also be invited to attend our Saturday Academy where they will receive Beginner ESL classes, which will help them to navigate along with their child's aspects of the four years that their child will be in high school. Rosetta Stone (Levels I, II, and II) and English Discoveries will be used as well as PLATO and Achieve 3000.

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 /SPEAKING	B										0	1	0	0
	I										1	2	0	1
	A										4	3	2	4

NYSESLAT Modality Analysis

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

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									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

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 <u>RCTM</u>	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 <u>RCTS</u>	2	0	1	0
Other <u>RCTW</u>	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 assessments 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 listening, speaking, reading and writing. Mr. Titus, our ESL certified teacher works with Dahlia McGregor to create goals for students based on the data provided in the RNMR report. We also use student portfolios to assess more specific strengths and weaknesses in their reading and writing. In the fall, new ELL students take the LAB-R. Mr. Titus uses the scoring mask as well as the LAB-R Writing rubric to determine the students skills in reading and writing as well as to set reading and writing goals for those students. The provides us with data the ability level of the child, the learning needs and how the teacher needs to gear instruction and the professional development that the teacher may require. In October, ELLs are given two exams, the ELL Periodic Assessment and the Acuity exam. We receive the students scores within 6 days of their delivery to their publishers. Mr. Tutus then uses this data to once again assess her students and to adjust goals accordingly. Uniform midterms and finals are given in all departments. Midterms are given in November and finals are given in Janaury. The results are used by teachers to assess students' areas of improvements as well as their weak areas. The departments meet to do item analysis for midterm and final exams. Mr. Titus is informed of the results and uses this information to goal set for students. In January, all students including ELLs take the ELA Regents. Dahlia McGregor, the AP and the English teachers perform an item analysis of each multiple-choice question on the Regents. Mr. Titus uses this data to again adjust her goals for her students as well as her curriculum to reflect the needs of her students. All of these exams and their results act as predictors for student performance on the NYSESLAT, which students will take in April and May as well as for the English Regents in June. Performance series tests are given to ESL students on a periodic bases in reading and mathematics. This is a computer adaptive test that adapts to the students performance as they take the test. the results also provides an instructional plan that informs the teachers of the skills and content that the students are difficient in. The NYSESLAT data reveal that the students performed better in the writing component thantn the reading component and therefore the ESL teacher is instructed to provide more activites and instruction to develop students reading levels.

all the content area staff members are involved in the data analysis provide so that the needs of the ESL students are identified and this will follow with further professional development activities to train teachers on effective ESL teaching strategies.

The overall NYSESLAT result shows that the majority of students 27 out of the 42 who took the NYSESLAT last year scored. Half of our ELL population is at the intermediate level. We have 8 students who scored at the beginning level, and the remaining students who took the NYSESLAT scored as advanced level (17 students). This year, the majority of our Beginners are 9th graders (5). The majority of intermediate students are 10th graders (12 students) and the majority of our advanced students are 12th graders (7 students). Last year we had 39 ELLs. This year we have 42 ELLs. As a result of this population, we have had to adjust our program for all levels of ELLs especially when it comes to literacy. We have students who can barely read and writein English, while others are able to read and write complex essays. We have had to adjust our curriculum, goal setting, and assessment tools to reflect this change.

What hasn't changed from last year is the trends we noticed on the NYSESLAT modality report. We noticed that our ELLs scored much better on the Listening/Speaking portion of the exam than on the Reading/Writing portion. While 26 students scored proficient on the Listening and Speaking protion, 0 received a proficient on the Reading/Writing portion of the exam. This trend is similar to last years, and it is one we are working on changing for this year. We are working with our network ELL instructional Specialist, on how to to best

incorporate literacy strategies not just in the ESL classes, but in all content areas. This is a school wide instructional goal and will benefit ELLs as well as all Science Skills Center High School students.

Looking at the Regents Results: For every regents exam, our students received translators in their native language when taking Regents exams. As a result of this support we have seen a large improvement in the amount of students passing their regents as well as an improvement in scores on regents exams. 59% of our students who took the Integrated Algebra Regents passed. At the Geometry level, we had eight students take the exam 5 passed, i.e 63 percent. We expect this year many more students to be taking the Geometry Regents as a results of the high passing scores on the Algebra regents. Based on the percentages of students who took and passed the social studies exams, students did better on the U.S. History than in Global Studies. 75 percent of our ELLs took and passed the U.S. History regents, while 34 percent took and passed the Global History Regents. Our tutoring, prep classes, after-school and Saturday Academy will focus on our students passing this regents exam. This year we had more students passing the Living Environment Regents than before. 91 percents have passed. Our goal is to ensure 100 percent of our students pass this year. Mr. Titus will be pushing into the Living Environment classes to work one-on-one with ELL students and to model for teachers strategies they can use when Mr. Titus is not there. No students passed the Chemistry Regents. 67 percent of our ELLs passed the ELA Regents. ELA, Global History, Living Environment and Chemistry as well as Earth Science will all be courses where students will be receiving extra support through prep classes, after school tutoring, the After-school and Saturday Academy. Students are given the option to take the exam in their native language but so far 100% have selected not to do so.

Students are not instructed in their native language because our school offers the freestanding program.

After Reviewing and Analyzing the Data

NYSESLAT Overall Scores: This year like last year, the majority of our students will be scheduled to take the ELA Regents exam in January. We will make sure we spend time preparing them for this exam. Like last year, we will be working with the Living Environment teachers and Global Studies teachers to prepare our ELLs for those Regent exams.

NYSELAT Modality Scores: The fact that our ELLs, like most other schools' ELLs, did better on the Listening/Speaking section suggests that we must increase the amount of reading and writing our students do. We are in the midst of developing an audiobook collection so students could hear the words while reading them. It suggests we need to do more work using literacy strategies. This is why with the help of our Association of Supervision and Curriculum Development ASCD) our Professional Learning Partner, (Sandra Page) we are working to incorporate literacy strategies throughout all classes at our school with the Common Core Learning Standards.

Regents Prep: We are improving on making sure that all of our students are taking the exams they need to take and showing up on the day of the exams. It is a school wide effort that all teachers, administrators and staff are part of.

We are also focused on making sure that a lot of class time is spent on making sure that students understand the language of testing to make sure they understand the directions and common words used in test questions. We are also continuing to make sure that students and teachers know how to use dual language glossaries that are permitted for the exam.

The ESL program is evaluated using the following data: graduation rate, types of colleges accepted to attend, Regents passing percentage and grades, SAT results. College Board advanced placement exam performance; These data are used to identify trends, students learning needs and future program planning.

Each spring Mr. Titus, our ESL certified teacher and coordinator measures ELL students' progress by scheduling and administering the New York State English as a Second Language Achievement Test (NYSESLAT). This test measures the progress of English language skills in listening, speaking, reading, and writing and determine proficiency levels (beginning, intermediate, advanced, proficient). The scores from the NYSESLAT helps us maximize ELL services and instruction to meet the varying needs of ELLs. Besides identifying for us which students should continue to receive ELL services, the NYSESLAT also helps us determine students language proficiency levels.

This allows us to:

- Place ELLs in programs that best fit their needs
- Plan strategic homogeneous linguistic groupings
- Determine how much instructional time should be spent in the native language and English (as part of the City LAP)
- Determine the most suitable amounts of English as a Second Language and English Language Arts instruction time

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: <u>Science Skills Center</u>		School DBN: <u>13K419</u>	
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 <u>Common Core Team</u>		10/12/11
Mohsina Akter	Other <u>Student</u>		10/12/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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 interperation 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 languague 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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: SCIENCE SKILLS CENTER HS	DBN: 13K419
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 39
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
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 13K419, 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 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 4, 2012 and end on June 4, 2013 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. 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 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

Part B: Direct Instruction Supplemental Program Information

licensed ESL teacher (same ESL as after school program), a licensed teacher of English (ELA), as a supporting teachers and licensed Mathematic teacher. All teachers will co-plan and co-teach in the Staurday Academy. Each of the classes will have a minimum of 10 students and a maximum of 20 students. 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 assessments. 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 the English classes to support students in preparation for the ELA Regents exam. This supporting ELA teachers will 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 clips 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' strengths 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, she will be taught how to use the calculator to solve various mathematical problems.

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

Part C: Professional Development

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 cooperative learning groups
4. How to provide effective vocabulary development for English Language Learners.
5. Strategies to address the language 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

Part D: Parental Engagement Activities

Begin description here: Parents of ELLs 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 3/23/13, 4/20/13, 5/18/13 7 6/08/13. 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 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?
- Resources for College & Career Planning
- 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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

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.
TOTAL		