

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

**School Name:** SCIENCE SKILLS CENTER HIGH SCHOOL

**DBN (i.e. 01M001):** 13K419

**Principal:** DAHLIA MCGREGOR

**Principal Email:** DMCGREG@SCHOOLS.NYC.GOV

**Superintendent:** KAREN WATTS

**Network Leader:** YUET CHU

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
DAHLIA MCGREGOR	*Principal or Designee	
CLIFTON FLOYD	*UFT Chapter Leader or Designee	
EUPHEMIA DUCAN-GAYLE	*PA/PTA President or Designated Co-President	
LUIS CABALLERO	DC 37 Representative, if applicable	
KIANNA OLIVER BRAD PRINGLE	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
SHARON WEXLER	Member/ TEACHER	
GERALD LATHAM	Member/ TEACHER	
DELIA JOSEPH	Member/ CSA REPRESENTATIVE	
ZILLIA WELLS	Member/ PARENT	
CARLENE HENNINGHAM	Member/ PARENT	
JANICE HENDRICKSON	Member/ PARENT	
BARTHOLOMEW FRASER	Member/ PARENT	
EMILY JORDON	Member/ PARENT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

To score an overall "effective" on improved teacher effectiveness through the development of a shared understanding of instructional excellence by deepening the school community is comprehension of Charlotte Danielson's Framework for Teaching. By June 2015 95% of our teachers will be effective in Domain 3, components 3b, 3c & 3d, as measured by the Danielson's Rubric. This will help to increase our school wide scholarship to 80%.

### 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.

Evidence from classroom observations that reveal low student engagement

Student assessment data from the School Quality Guide-only 74.6% of the 10<sup>th</sup> grade and 63.3% percent of the 11<sup>th</sup> grade accumulated 10 + credits in one year

### Instructional Strategies/Activities

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

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

1. Teacher teams will plan units of study with CCLS - aligned lessons to support students' performance based tasks
2. Teacher teams focus on making adjustments to lessons to address individual student needs.
3. Scheduled classroom pilot intervisitation (aligned to Danielson) to observe best practices and Assistant Principal modeling best practices for teachers
4. Weekly scheduled and targeted Advance professional development focusing on the components of the Danielson's Framework for Teaching to support the development of teacher effectiveness through peer and administrative support.

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

1. Teacher team leaders meet weekly with Assistant Principal and Principal to plan for teacher team meeting
2. Teacher team members will use protocol to identify students needs to make lesson adjustments
3. Teachers and their buddy teacher pair to do intervisitations
4. Advance weekly professional development conducted by Instructional Leads or principal or Assistants.

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

1. 95% of our teachers scoring effective in Domains 2 and 3
2. 80% of our students earn 10+ credits
3. 85% of the staff infusing best practices observed from intervisitations
4. 100% of the staff work in teams to identify and model best practices from research during the weekly Advance PD

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

1. Implementation will begin for all teachers in the fall of 2014 and ends in June 2015- Teacher teams meet twice per week on Wednesdays and Thursdays
2. Starting in September and completing a cycle each month for all teachers
3. Advance PD- once per week-on Thursdays. Starts in October and ends during the 1<sup>st</sup> week of June for all teachers
- 4 This work will continue into the spring starting the 1<sup>st</sup> week in February and ending in June 2015.

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

1. Teacher teams meet to do collaborative inquiry work along with data analysis and review of students work products
2. Teachers will be scheduled for common planning time at least twice per week
3. On Thursdays all teachers will receive professional learning in Advance planned by Instructional Leads Principal or AP
4. Monday sessions will be offered after school so that teachers can have other opportunities to improve the quality of their teaching- Advance training

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. .Have translators available at PTA meetings for parents of other languages
2. Parent workshops for parents to use Pupil Path (school online grade book) that will also generate an email to parents about their children's performance (behavioral & academic) and their class attendance.
3. Phone messenger used to inform parents about students' daily attendance, completion of assignments and other school announcements such as PTA and parent teacher conference
4. Parents will also receive a progress report at the end of the 1<sup>st</sup> three week of each marking periods

***Budget and Resource Alignment***

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

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

Per Diem funding will be allocated from TL. City wide Instructional Expectations funds for teacher effectiveness.

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

To increase the development and use of Common Core aligned units of study across all disciplines through collaborative team work. By June 2015 over 70% of the teachers will plan and execute Common Core aligned lessons with performance based tasks with all their students.

### **Comprehensive Needs Assessment**

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

As of September 2014 the Common Core instructional shifts are observable in only 50% of our classrooms as measured by classroom observation data. Currently only about 40% of our students are scoring 75% or better on the NYS ELA Regents exam as identified from our data analysis of the Regents exams.

### **Instructional Strategies/Activities**

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

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

1. Review the Instructional Expectations for 2014-2015 and CCLS shifts with all departments.
2. Plan, design and execute professional development activities designed to help teachers to unpack the Common Core Learning Standards (CCLS) and to develop lessons aligned to CCLS shifts and create literacy performance task project.
3. Plan, design and execute professional development on Universal Design for Learning (UDL), Webb's Depth of Knowledge (DOK) developing essential questions, writing assessment tasks aligned to CCLS and selecting informational texts within each grade band (lexile level).
4. Provide weekly professional development for teachers to share best practices and ways to implement the CCLS shifts

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

1. Principal and assistant principals review instructional expectations with staff
2. Professional Development team meets with instructional cabinet
3. *Teacher* leaders, APs and principal make adjustments to curriculum maps based on students' performance data
4. Instructional team will provide weekly PDs

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

1. 85% of the staff planning and designing Common Core aligned lesson by the end of January 2015 to meet goal by June 2015
2. Weekly Teacher evaluation and reflections from weekly professional learning workshops and teacher team activities
3. Data analysis report from each team with action plans
4. Increased performance on Regents constructed response questions

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

1. Implementation starts in the Fall of 2014 and continues until June 2015
2. This will be an ongoing activity since our goal as a school is to constantly improve teacher performance that will lead to increased student progress.
3. Understanding by Design unit outline will be used throughout the school year by all teachers
4. PD on CCLS shifts will continue until all teachers are demonstrating competency with the shifts

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

1. Scheduled one-on-one meetings with AP or principal and team level PD
2. Content area team meetings on a weekly basis
3. Planning of unit plans for each marking period and performance based projects
4. Weekly sharing of best practices through professional learning sessions.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. PDs to inform parents about Common Core
2. Guidance Counselor parental conferences for students who need extra support
3. Principal parent group meetings to review parental strategy to support academic improvement
4. Monthly parent engagement meetings for all parents of ESL students

***Budget and Resource Alignment***

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

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

1. NYSTL textbook funds to purchase Common Core aligned text book and two books that all members of our school community will read as part of school wide reading initiative.
2. Citywide Instructional Expectations funding for teacher effectiveness will also be used to support teachers in the development of Common Core aligned curriculum maps across all disciplines.

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By August 2015, 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. Results from performance based tasks show that our students need support in writing argumentative essays
3. Qualitative data from past Regents exams also shows that students often finish writing tasks items: 26, 27 & 28 on the Regular ELA Regents and the Common Core ELA Regents Part 2 tasks Source-based Argument and Text Analysis Response indicating an issue with stamina.

#### **Instructional Strategies/Activities**

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

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

1. Implementation of reading and writing tasks in each lesson
2. Use of a past Regents constructed response question as part of the summary and assessment for each lesson.
3. Students will be assigned book review? Book reports not considered standards, based. Weekly independent reading using the Accountable Independent Reading (AIR) approach from Engage NY.

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

1. Teacher team members- utilization of protocol
2. All teachers that teach a Regents terminating class utilizing past Regents exam.
3. All faculty members will use Test Wizard

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

1. 80% of our students scoring 75 or better on Mock Regents exam.
2. APs and teachers will meet on a weekly basis during their common prep period to evaluate the effectiveness of the strategies listed above
3. 80% of our students completing constructed response questions through Test Wizard.

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

**1. All strategies will be implemented by the end of the of Fall 2014 and ends in June 2015**

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

1. Test wizard a online content review and assessment tool
2. Mock regents ELA exam with questions selected from past Regents exams
3. Teacher team weekly evaluation tool

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Pupil Path training for parents to access students grades through online grade book
2. Workshop to inform parents of strategies to monitor students' performance
3. Workshop to teach parents how to read transcripts and report cards.

***Budget and Resource Alignment***

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

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

1. Tax levy will be used for teacher per session
2. Title III will be used to support ESL Students through Regents tutoring
3. NYSTL funds will be used to purchase text books.

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

❖ **Strategies/activities that encompass the needs of identified subgroups**

1.

❖ **Key personnel and other resources used to implement each strategy/activity**

1.

❖ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

❖ **Timeline for implementation and completion including start and end dates**

6.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

6.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Writing Lab Digital Reading Program (ESL) Tutoring Regents Prep Class	Online Practice and Support Small Group	During the School Day PM School Saturday School
<b>Mathematics</b>	Tutoring Regents Prep Classes	Small group Tutoring One-to-one Online Practice & Support	During the School Day PM School Saturday School
<b>Science</b>	Lab make-up sessions Tutoring Regents Prep Class	Small group One-to-one PM School	During and After School PM School Saturday School
<b>Social Studies</b>	Global and US history prep class	Tutoring	PM School Saturday School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Mandated Counseling by Guidance Counselor, School psychologist and Social Worker	Individual Counseling Group counseling	During the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**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
3. Identify three effective strategies for ESL, SWD and Lowest Third Students that they have used in their practice and discuss the impact on student performance and progress

**Retention Strategies**

The school is implementing the following retention strategies to ensure all teachers are highly qualified teachers by the end of fall 2014.

1. Professional development needs assessment survey to develop the school's professional development plan.
2. Department supervisor will use survey data through conferencing with each teacher to develop personalized professional development plan for each teacher.
3. Strategic programming of teachers to make sure that they are teaching in their license areas
4. Use exemplary teachers as mentors and or Instructional Leads for all new teachers and teacher team work
5. Offers after school and during school professional development opportunities for all teachers.
6. Provides resources and support for all teachers to work with different groups of students.
7. Provides opportunities for the creation of a technology driven environment with ongoing professional development activities to attract highly qualified teachers.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. Provides PDs on the Common Core Instructional Shifts
2. Provides training in methods to improve student behavior in class and identifying early and appropriate interventions strategies to help students with different learning styles.
3. Actively engages teachers in common planning, weekly teacher team sessions and skill development that are directly linked to improve students' learning so that all students may meet or exceed New York State Learning standards.
4. Link teacher support to school wide goals, expectations and school improvement plans
5. Provides time and resources for learning, practice, and follow-up.
6. Student support plan- developed with extensive participation from teachers, principal, assistant principal, paraprofessionals and other school personnels (to include parents and other support staff) to ensure that students meet the State's academic standards.

7. Study groups and peer tutoring
8. Content area team teachers collaboration to create learning communities and support for learning communities and other collaborative learning opportunities for teachers

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

1. Funding is used to buy stationery, pay for college application fees
2. Students in temporary housing are provided with a counselor and our social worker also makes outreach to the families and refers them to other outside resources

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

1. All school based assessments are developed by our teachers through teacher teams.
2. Alternative assessments such as projects and presentation are some of the assessments that are included
3. Ongoing PD is provided for teachers to develop skills in the use of assessments

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

## **Parent Involvement Policy (PIP)**

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 of 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**  
**MAY 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. **Science Skills- Math & Science Program**
  2. **Gateway Honors Pre-College Education** – a four year science math program for students interested in the medical profession.
  3. **Project Lead the Way** – a four year Pre-engineering program which includes math, science and technology.
  4. **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 6 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.

1.

**DBN: 13K419**

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$351,945.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,068,071.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: SCIENCE SCKILLS 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
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 4

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 November 3, 2014 and end on June 4, 2015 from 3:50 pm to 5:50 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 25 sessions beginning in November and running through June. This After School Academy will meet once per week.

## Part B: Direct Instruction Supplemental Program Information

### 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 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 Saturday Academy. Each of the classes will have a minimum of 10 students and a maximum of 20 students. There will be 25 sessions beginning in November 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 with 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. Students solving a minimum of 10 problems individually for each session.
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

## Part B: Direct Instruction Supplemental Program Information

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

Begin description here: The ESL teacher and the four content area teachers will participate in professional developments specifically for the After-school Academy and Saturday Program. ESL teacher will receive 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 and instructional shifts to support ELLs.
3. Strategies to promote oral language development through 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 such as Lightsail (reading support tool)
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 ESL teacher will attend the workshops starting in

**Part C: Professional Development**

November and ending in June from 3:00 pm to 5:00 pm. The sessions will be on the following dates: 12/12/14, 12/19/26, 1/09/14 & 1/16/14. They will be paid per session. \_\_\_\_\_

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents 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 March and ending in June. We will provide some snacks for the participants (10-25). Workshops will be held on the following dates 3/21/15, 4/18/15, 5/23/15 6/06/15. 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

To further support parents of ELL students, the ESL teacher will facilitate a monthly parent meeting session from 4:30 to 5:30 to provide an enrichment program for parents that focus on awareness of community resources, development of basic computer skills to support student learning, home work monitoring session and parents select a school project that they want to be involved.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____

**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.
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>419</b>
School Name <b>Science Skills Center High School</b>		

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

Principal <b>Dahlia McGregor</b>	Assistant Principal <b>Marla Jones-Ratcliffe</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Michelle Babick</b>	Guidance Counselor <b>Henrietta Dixon</b>
Teacher/Subject Area <b>Gerald Latham/ Social Studies</b>	Parent <b>Onica Phillip-Cave</b>
Teacher/Subject Area <b>Annetta Green/ Science</b>	Parent Coordinator <b>Gaynell Cantey</b>
Related Service Provider <b>Theresa Rousell</b>	Other <b>Sharon Wexler/ CCLS Team Membe</b>
Network Leader(Only if working with the LAP team) <b>Yuet Chu</b>	Other <b>Rougui Ba/Student</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>540</b>	Total number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>5.74%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	7
SIFE	17	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	15

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	11	2	1	6	4	2	3	1	1	20	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>20</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	4	1	2	8
Chinese										2	0	1	0	3
Russian										1	0	0	0	1
Bengali										1	2	1	2	6
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										1	4	0	1	6
French										1	0	2	0	3
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										2	1	1	0	4
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>11</b>	<b>6</b>	<b>5</b>	<b>31</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	3	1	0	7
Intermediate(I)										4	2	3	2	11
Advanced (A)										4	5	3	1	13
Total	<b>0</b>	<b>11</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>31</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	<b>0</b>									0	0	1	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										1	1	1	0
	A										4	3	2	2
	P										3	4	2	2
READING/ WRITING	B										2	1	1	0
	I										2	2	2	3
	A										2	2	2	3
	P										0	0	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 (SWD)					0

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	21		10	
Integrated Algebra	21		15	
Geometry	6		2	
Algebra 2/Trigonometry	0		0	
Math _____				
Biology				
Chemistry	1		1	
Earth Science	3		1	
Living Environment	18		11	
Physics	0		0	
Global History and Geography	18		10	
US History and Government	8		2	
Foreign Language	4		4	
Other _____				
Other _____				
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
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. Ms. Babick, our ESL certified teacher works with Marla Jones-Ratcliffe 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. Ms. Babick 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. 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. Ms. Babick 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 January. 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. Ms. Babick is informed of the results and uses this information to goal set for students. In January, all students including ELLs take the ELA Regents. Marla Jones-Ratcliffe, the AP and the English teachers perform an item analysis of each multiple-choice question on the Regents. Ms. Babick 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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The overall NYSESLAT result shows that the majority of students 25 out of the 31 who took the NYSESLAT last year scored. Half of our ELL population is at the intermediate level. We have 7 students who scored at the beginning level, and the remaining students who took the NYSESLAT scored an advanced level (13 students). This year, the majority of our Beginners are 9<sup>th</sup> and 10<sup>th</sup> graders (7). The majority of intermediate students are 9<sup>th</sup> graders (4students) and the majority of our advanced students are 12<sup>th</sup> graders (5 students). Last year we had 32 ELLs. This year we have 31 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 write in 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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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 10 students scored proficient on the Listening and Speaking portion, 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 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.

We use the data provided by New York State Department of Education about the Annual Measurable Achievement Objectives to assess our progress with our ESL students in their English Language proficiency.

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. 71% of our students who took the Integrated Algebra Regents passed. At the Geometry level, we had six students take the exam 2 passed, i.e 33 percent. We expect this year many more students to be taking the Geometry Regents as a result 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. 55 percent of our ELLs took and passed the Global History regents, while 8 took the Global History Regents and 2 passed. 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. 61 percent have passed. Our goal is to ensure 100 percent of our students pass this year. Ms. Babick 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 Ms. Babick is not there. One student took passed the Chemistry Regents. 48 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.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 our teacher teams meet twice per week to design Common Core aligned lessons and to incorporate literacy strategies throughout all classes at our school. Teacher team leaders meet with Assistant principal and principal to plan the focus for each weekly team meetings to assist with the infusing of literacy across grades and subject areas. Two teachers are participating in lab site training to assist with this work.

**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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

We ensure that our students second language development is considered in the instructional decision by having our ESL teacher participating in planning sessions with the other content area teachers. Often times our certified ESL teachers also provide in class support for students within the 4 core subject areas.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Each spring Ms. Babick, 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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Parents of the students being admitted to our school are given the Home Language Identification Survey (HLIS) by Marla Jones-Ratcliffe, A.P, who also performs an informal interview in English. Ms. Jones Ratcliffe holds both an SBL 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. Ms. Michelle Babick, our state certified ELL teacher and coordinator, examines the HLIS. In addition, the information from HLIS is given to Ms. Jean Baran 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 Ms. Babick 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. Ms. Babick is also responsible for submitting the data from the LAB-R. Ms. Babick uses the scoring mask to determine whether the student is beginning, intermediate, advanced, or proficient.

The English Language Learner Policy Brief is used to identify and enrol students in or ESL program.

Ms. Babick administered the test within the scheduled window for the text. Marla Jones-Ratcliffe, Assistant Principal, supervises all of Ms. Babick's work. As a back up to make sure all students' Home Language information is entered and accurate, Ms. Babick examines the RHLA report to make sure all information in ATS is accurate and has changes made when necessary. In addition, Ms. Baran, the Pupil Personnel Secretary, runs the RLER and RLAT reports each week to ensure all new students are receiving the appropriate mandated services. Ms. Babick examines this data and tests students immediately when needed and re-programs their classes with the assistance of Marla Jones-Ratcliffe, AP, the students' guidance counselors, and Program Chair, John Micillo. Within ten days of the students' enrollment, Ms. Babick 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. The ELL Parent Information Case (EPIC) is used to provide parents with information about their rights for ESL services.

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.  
Parents receive a copy of the Program Selection Form Entitlement Letter in their native language at the orientation meeting. 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). Parents are encouraged to ask questions about all three programs and their questions are answered by Ms. Babick, our ELL coordinator.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The Language allocation policy team members distribute entitlement letter and parent survey and program selection at our September monthly ESL Parent meeting. The ESL teacher also follow up with all students whose parents did not complete and return the forms. The guidance counselor also help to ensure that all forms are returned to our school.
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.  
The LAB-R is used to identify and place students in ESL instructional program. A consultation session is held with parents to review LAB-R scores and the ESL program that the school offers. Translation services are available at this consultation session to increase communication with staff members and parents.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The schedules set by the New York State Department of Education is used to administer all sections of the NYSESLAT exams.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
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 year we have had similar results, i.e. a majority of the parents have chosen the freestanding program. :

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Our 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.

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)?

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 Ms. Babick, 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.

Ms. Babick (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 Ms. Babick'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.

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

## Standards.

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 Monday & Tuesdays 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 Plan

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

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. This approach also help us to assess their progress over time and use the data gathered to make instructional and curricular changes. The data also provide information that will help students to do better on other assignments.

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

We ensure that all ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year based on the design of our curriculum map for ESL. Our ESL teacher design lessons that address all four modalities and students activities are designed to provide students with opportunities to complete various task using the four modalities. As a result of our lesson alignment to the four modalities our students are assessed through formative and summative assessments throughout the school year.

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 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.

-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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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, John Micillo 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. Ms. Babick, 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. 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.

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.

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

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.

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

ELL with Special NEEDs: Through weekly common planning 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.

**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:			
Social Studies:			
Math:			
Science:			

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

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

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

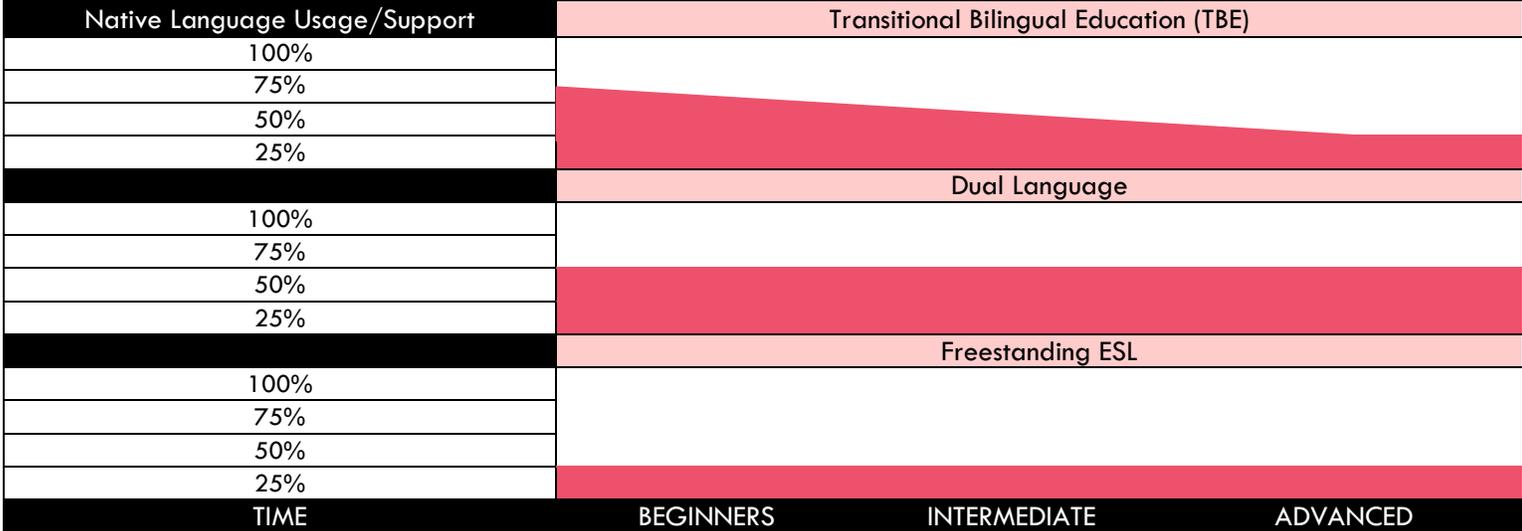
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current ESL program is effective and meeting the needs of our students because a large percentage of our seniors are proficient in English by the time they graduate from high school. Our ESL students also graduate after 4 years in high school.. Our students also make the transition to more rigorous courses such as College Board advanced placement course, , NYCDOE certified College Prep courses, College now classes at our partnership collges and Science Technology Entry programs (STEP).

Support Systems are in place 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.

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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. Jones-Ratcliff, AP, and Ms. Dixon, Guidance Counselor).

11. What new programs or improvements will be considered for the upcoming school year?

Improvements to our program: 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 III) 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.

12. What programs/services for ELLs will be discontinued and why?

We no programs 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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ESL students are integrated throughout the programs offered in our school. All ESL students have the same amount of access to all programs as other students. After school supplementary classes are offered in the four core subject areas and teachers are also available for the 1<sup>st</sup> hour after school to assist our ESL students with any challenge that they are facing academically.

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 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 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 Test Wizard 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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 four 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.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

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

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

All School staff: Most of the ELL professional development we have is done on-site by members of our school community. We have weekly common planning and 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 Ms. Babick, our ELL coordinator, to assist in meeting the varied needs of the ELLs. Ms. Babick will often puch-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 Ms. Babick, our certified ESL teacher and ELL coordinator, for training on how to work productively with ELL students and for strategies to help them meet with specific needs of students they are working with.

Assistant Principals: Our school has 2 insructional assistant principals. Marla Jones- Ratcliffe, A.P. (who is also the supervisor of the ELL program attends the ELL profesional development workshops that are given by the Children's first Network, in addition to the EA-Special Services Manager ELL Compliance/Performance Specialist from the Children First Network 103, Sileni Nazario, provides hands on instruction on site for him, Ms. Babick, 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. She then turnkeys this information to all of the other 2 APs at cabinet meetings and staff at on site workshops.

Required 7.5 + Hours of Training for Non-ESL Staff: Our ELL Coordinator, Ms. Babick 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.

## D. Parental Involvement

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

We are working with the PTA President, Onica Phillip-Cave, 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.

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 III) and English Discoveries will be used as well as PLATO and Achieve 3000.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>Science Skills Center High sch</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)
Dahlia McGregor	Principal		1/1/01
Marla Jones-Ratcliffe	Assistant Principal		1/1/01
Gaynell Cantey	Parent Coordinator		1/1/01
Michelle Babick	ESL Teacher		1/1/01
Onica Phillip-Cave	Parent		1/1/01
Gerald Latham	Teacher/Subject Area		1/1/01
Annetta green	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
henrietta Dixon	Guidance Counselor		1/1/01
Yuet Chu	Network Leader		1/1/01
Sharon Wexler	Other <u>CCLS Team Leader</u>		1/1/01
Rougui Ba	Other <u>Student</u>		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: 1 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**

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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.

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

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.

## Part B: Strategies and Activities

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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.