

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K419

School Name:

**SCIENCE SKILLS CENTER HIGH SCHOOL FOR SCIENCE, TECHNOLOGY AND THE
CREATIVE ARTS**

Principal:

DAHLIA MCGREGOR

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Science Skills Center High School School Number (DBN): 13K419
Grades Served: 9-12
School Address: 49 Flatbush Avenue Extension, Brooklyn, NY 11201
Phone Number: 718-243-9413 Fax: 718-243-1016
School Contact Person: Dahlia McGregor Email Address: dmcgreg@schools.nyc.gov
Principal: Dahlia McGregor
UFT Chapter Leader: Clifton Floyd
Parents' Association President: Carl Williams
SLT Chairperson: Sindy Richardson Roberts
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sharon Allen
Student Representative(s): Rebeca Delva, Jonathan Ramos
Sherona Sylvester

District Information

District: 13 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718- 455- 4635 Fax: 718-455-4684

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: _____
Director's Office Address: 131 Livingston Street, Brooklyn NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dahlia McGregor	*Principal or Designee	
Clifton Floyd	*UFT Chapter Leader or Designee	
Carl Williams	*PA/PTA President or Designated Co-President	
Luis Caballero	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rebecca Delva. Jonathan Ramos Sherona Sylvester	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	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

At Science Skills Center High School for Science, Technology and the Creative Arts, our mission is to provide students with rigorous instruction that is aligned to the Common Core Learning Standards and New York State Curriculum Learning Standards, while placing emphasis on the areas of science, technology and mathematics, in order to improve student performance from different ethnicities while laying the foundation for research, Science, Technology, Engineering and Mathematics (STEM) careers, that have historically had under-represented numbers from these ethnic groups. Our total student population is comprised of 510 students, of which 55% male and 45% female; 75% Black, 18% Hispanic, and 7% Asian.

Our shared vision of effective teaching and learning nurtures a culture of continuous improvement through (a) monitoring, tracking, evaluating, and developing teacher practice and performance to improve instruction; (b) creating and maintaining a result-focused learning environment that is responsive to the individual student needs and the diversity among students; (c) analyzing teacher and student performance using multiple data points for evidence and further inquiry to assess progress in student learning and improvement in teacher and leadership practices.

Belief System: (1.2)

At Science Skills we share the belief that students learn best in a structured learning environment, when their needs are identified and lessons are designed to address their learning needs in a systematic way, when each teacher develops lessons with clear learning goals focused on student needs, cultural responsiveness, and structured support for each student to achieve the established high expectations and feel successful.

The fundamental principles guiding Science Skills Center High School are that:

1. Motivated student, having had the benefit of a rigorous course of study with dedicated teachers, are fully capable of succeeding academically in college, and in the various skilled occupations in which students choose to get further training.
2. Meeting the needs of such students demands the skills of a faculty that is committed to fostering the development of adolescents while teaching to motivate students to succeed in academic areas.
3. The curriculum encompasses both academic learning and discipline, thus laying the foundation for students' success.

Application of these principles will increase the educational standards of students, providing them with the knowledge and skills necessary to compete globally.

The principal and administrative team use the Danielson Framework for Teaching (a research-based framework) to:

1. Observe all teachers and provide them with timely and actionable feedback
2. Engage in cycles of inquiry using teacher and student performance data
3. Plan differentiated/individualized professional learning and school wide professional development

4. Use data from students learning and evidence of teacher practice to inform feedback to teachers and systems for improvement

Our unique approach to programming allows our students to earn sixteen (16) credits in their 9th and 10th grades, provide them with multiple opportunities to take ELA Regents by the end of their 9th grade, and take College Now classes and at least one AP course in their 10th grade. In addition, Early College Offerings mandate our students to take two college course and two AP courses in their 11th and 12th grades. Our core consists of all students taking 4 years of Math & Science, 3 years of a Foreign Language, one year of a Technology Course, summer internship and Service Learning credits. We offer four Career Tracks: Science Skills Math and Science, Gateway Pre-College Education Honors Program, Project Lead The Way: Pre-Engineering Program, and the Humanities & The Arts Program.

We are engaged in strategic collaborations and partnerships with: Long Island University, New York City College of Technology, Medgar Evers College, New York University, SUNY in Albany, Syracuse University, The Rochester Institute of Technology, Peer Group Connections (peer leaders to provide socio-emotional support), Morningside Center (for Restorative Circles), Liberty Partnership, Opening Act, FIRST Robotics Competition, AVID, and the National Association of Secondary School Principals Honor Society.

The elements of the Framework for Great Schools in which our school made the most progress over the past year are:

Rigorous instructions – Our school defines effective instruction as rigorous instruction that is aligned to the Common Core Learning Standards. We believe rigorous instruction includes: students engaging in productive struggle, student-to-student discussion, and higher order thinking questions. This year our scholarship reports show a significant increase in student performance in class and Regents passing rates; increase student-to-student discussion in classes as indicated from classroom observations and assessments both formative and summative use of common assessment data to design units and lessons, to revise curriculum maps, and/or re-teaching skills and content as needed; a more targeted and actionable teacher feedback to students provide students with next steps for achieving mastery; a demonstrated higher level of student accountability and ownership of their learning. In addition, there is evidence of improved teacher practice, and an increased alignment of curriculum and unit plans to CCLS and NYS Content Standards and CCLS Instructional Shifts.

Supportive Environments – We have established a classroom and school culture where students feel supported through check points, plan for success, case conferencing and monitoring of student progress, and opportunities for students to complete missing work, get additional instructional time in after our school program and Saturday Academy. Independent and personalized learning is also embedded in our learning environment since our students are also given the opportunity to take courses online. We do consistent and regular parent outreach to support our students and keep parents informed of their child’s progress through our “Supervising for Academic Success” parent-student-principal conference. As a result, our attendance has significantly improved.

Collaborative Teachers : Two of our core values are teamwork and collaboration and shared leadership. We have structures to support teacher collaboration; teachers meet once per week for mandated professional learning opportunities, and twice per week teachers meet in teacher teams for more targeted collaboration, such as: inquiry work reviewing and analyzing student data and curriculum planning and assessment design. In addition, our school has five instructional leads who are members of the Instructional Cabinet which collectively design and facilitate professional development sessions for teachers, develop a cycle of inter-visitations for teachers to observe each other and share best practices, and give each other feedback for improvement. All professional development sessions are teacher led and specifically designed to address particular area of practice or professional growth. This distributive approach to leadership has helped us develop teacher leaders in their content areas.

Our key areas of focus for next school year (2015-2016) are in the elements of Rigorous Instruction and Strong Family-Community Ties.

Rigorous Instruction

- To continue improving teacher practice and incorporating the CCLS Instructional Shifts
- To increase consistency in instructional practices across grade levels and content areas through teacher collaboration
- To increase student performance in the Global Regents exam
- To increase the practice of monitoring and tracking the progress of all students

Collaborative Teachers:

- To shift mindsets around teacher collaboration and commitment to student success
- To identify clear focus for collaboration and evidence of success around teacher collaboration
- To develop engaging and motivating lessons that allow students to think, engage in interactive discussion, formulate their own questions, ask their peers questions and self and or peer assess assigned work
- To increase opportunities for staff members to work in teams or triads towards similar goals
- To develop strong partnership among teachers within a culture of respect and continuous improvement

Strong Community Ties:

- To develop stronger partnership with parents
- To increase parental participation and presence in our school.
- To provide parents with parent skills development workshops based on identified needs from parent survey
- To develop a strong *Alumni Association* school partnership
- To use community partnership organizations to offer mentoring to students.

13K419 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	530	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	5	# Drama	N/A
# Foreign Language	13	# Dance	3	# CTE	3
School Composition (2013-14)					
% Title I Population	67.1%	% Attendance Rate			87.9%
% Free Lunch	72.6%	% Reduced Lunch			8.4%
% Limited English Proficient	6.0%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			72.3%
% Hispanic or Latino	16.6%	% Asian or Native Hawaiian/Pacific Islander			6.5%
% White	1.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.5	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			5.37
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	69.8%	Mathematics Performance at levels 3 & 4			70.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.0%	% of 2nd year students who earned 10+ credits			74.6%
% of 3rd year students who earned 10+ credits	63.3%	4 Year Graduation Rate			70.6%
6 Year Graduation Rate	80.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Advance teacher observations data showed inconsistency in school-wide instructional practices: student-to-student discussion in classroom, checking for understanding and evidence of incorporating the CCLS instructional shifts in teachers units and lessons.

-The June 2015 Regents data showed only 58% of students who took the Global History Regents that year scored at 65 or better. Most students did not complete the thematic essay for that exam, demonstrating a need for increased opportunities for students to complete reading and writing tasks.

Strengths:

- Curriculum aligned to CCLS, NYS Standards, and CCLS Instructional Shifts
- Weekly instructional calendar to create a window into the classroom and inform students of the expected learning outcomes
- Agenda driven lessons with “I can statement” as the aim to inspire and motivate students to learn
- Integration of literacy skills in lessons across the curriculum
- Application of school-wide instructional focus in lesson planning and delivery
- Monthly common assessments with time for data review and analysis and redesigning and teaching of lessons based on student performance outcomes data
- Integration of literacy across all grades and content areas.

Priority Needs:

- Consistency in instructional practices around student-to-student discussion, opportunities for productive struggle, incorporation of CCLS instructional shifts and literacy strategies in units and lesson planning and delivery, check for understanding in the classroom, and a mindset shift to commitment to student learning and the belief that all of our students can be successful.
- To increase student performance in the Global Regents exam.

Part 2 – Annual Goal

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

By June 2016, 90% of our teachers will demonstrate consistency in school-wide instructional practices (student-to-student discussion, incorporation of the CCLS Instructional Shifts and in their lessons, check for understanding and infusion of daily literacy tasks-through Cornell Note Taking Strategies). This will be evident through classroom

observations as indicated in the Advance System, in units and lesson planning review, and in an increase in student performance in the Global History Regent exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School Designed Instructional Rubric: This rubric will be used to improve teacher practices and to ensure that the three consistent school wide practices are evident in all classrooms. All teachers will use the instructional rubric as a guide in developing unit and lesson plans and for peer inter-visitations.</p> <p>Strategies to Support School wide Focus: All teachers will be trained to use the Question Formulation Technique that will be used to get students to ask their own questions and building off their own peers’ questions. A school wide discussion rubric will be used to assist students in evaluating group discussion.</p> <p>Interim Assessments: Our common assessment that administered each marking period will be used to make curricular changes and adjustments to instruction and design small group instruction within each classroom.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal & Assistant Principals</p>
<p>Collaborative Learning Through Peer- Inter-visitation: Our teacher teams along, instructional Leads and Assistant Principals of supervision will work to develop cycles of teacher facilitated, non-evaluative classroom visits to focus on the collaborative development of teachers’ instructional knowledge and skills. Each teacher team will select a lens for each cycle of inter-visitation based on the three consistent practices (rigorous instruction, high expectations for learning for every students and engagement for learning) that must be evident in all classrooms. The peer-inter-visitation will help our teachers to learn from the successful practice of their colleagues or supporting one another in reflective teaching practices through peer mentoring. Teachers will utilize the following protocols for inter-visitation:</p>	<p>All Teachers</p>	<p>October 2015- June 2016</p>	<p>Assistant Principal & Instructional Leads</p>

<p>1. Peer Inter-visitation</p> <p>2. Reciprocal Peer Mentoring</p> <p>Frequent Cycles of Observations: All teachers will be observed at least twice per month by the principal or an assistant. The feedback provided to teachers will be timely and actionable with room for teachers to reflect and make adjustments to their practices by implementing the suggestions or ideas from their supervisors.</p>			
<p>Strategies to Address High Need Student Sub-groups: Each teacher will be responsible to pay close attention to the students in the lowest third, ESL students and SWD students while designing their lessons so that learning is accessible to all students in their classes. Our school's checkpoint system will be used to track and monitor these students progress and make parental outreach. The diagnostic test, learning styles and interest survey data will be used to design action plans to ensure successful completion of all courses. All high need students in our school including overage /under-credited, SIFE, STH will be required to complete our school's plan for success and attend extended day school and Saturday for extra instructional time.</p>	Teachers	September	Principal & Assistant Principals
<p>Parental Engagement & Support: All parents will receive will participate in a school designed survey to gather data on their knowledge of Common Core Learning Standards, Pupil Path (school's online grade book), other online content review and assessment tools such as Castle Learning & Test Wizard and strategies they use at home to support their child to be successful in school. The data will be used to identify focus areas to engage our parents during the 2015-2016 school year, monthly teams for parent engagement and to develop our annual parent engagement and support professional development plan for 2015-2016 school year. Our work with parents will focus on making sure that they are engaged in school activities, increased their presence in our school and development a key group of parent leaders. Science Skills administrator and teachers will also assist our parents to develop required skills to support students for academic success by offering activities through a book club, technology and GED classes in our school. Workshops will be planned and executed to help parents develop question formulation skills and learn three specific roles they can play to participate effectively in their children's education.</p>	Parents & Students	September 2015 to June 2016	Principal, Parent Coordinator and Parent Leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Our school's instructional cabinet and support based staff will be utilized, online resources and tools and our teachers' schedule will allow for three common meeting times per week and an extended school day schedule will be used to increase the instructional time including 4 Saturday school in the fall and 8 Saturday school in the spring</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016 consistent practices will be observed in all classrooms across our school and 95% of the teachers will be effective in the instructional domain of the Danielson Framework for Learning.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Needs Assessment :

An analysis of teacher scholarship reports shows a pattern of inconsistent use of progress monitoring tools to assess student performance and provide them with timely and targeted support to ensure their successful completion of course requirements.

Strengths:

We have developed tools and processes for teachers to monitor progress such as: check points that allow students time to make up missing or incomplete work; the plan for success to allow students to reflect on their performance and develop action plans with timeline to get back on track; extended instructional time for students after school and Saturdays; case conferencing with teachers and students for teachers to re-examine the effectiveness of strategies used and identify and utilize new strategies to change conditions of learning.

Priority Needs :

Teachers regular and consistent review of student performance data to identify areas of needs and targeted and ongoing support to improve our student outcomes.

Part 2 – Annual Goal

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

By June 2016, 95% of teachers will utilize the support tools to increase student commitment and accountability of their own learning, and consistently monitoring student performance data. This will be evidenced by an increase in scholarship reports, teacher frequent communication with students and parents about student progress, areas of growth and level of support needed.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students Support Tools: All teachers will utilize our school wide systems to support our students learning. The plan for success with assist with increasing our students’ level of accountability and displaying responsible behaviors to achieve desired learning goals. Through weekly data teams our teachers will look at samples of students work with the CAC protocol.</p> <p>Academic Conference: Guidance Counselor will schedule and conduct academic conference for students who have failed or in danger of failing. During this process each student’s transcript is evaluated through the use of our school’s graduation worksheet to assist students in tracking progress towards graduation and to refocus students. Parents are required to review conference notes and action plan with students and sign the form and return it to the guidance counselor</p>	<p>Teachers and students</p> <p>Students and Parents</p>	<p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p>	<p>All teachers are responsible for implementing the strategies.</p> <p>Principal and Assistant Principals will oversee these activities.</p> <p>Guidance Counselors</p>
<p>Supportive Culture: All 9th grade students will have a peer leader from the 12th or 11th grade class. 50 students in the 11th and 12th grade will take a yearlong leadership class through the Peer Group Connection (PCG) curriculum to develop their leadership skills and to mentor 9th grade students. Mentors will meet with their mentees at least twice per week to employ the leadership skills. The PGC program will help our school to Social, emotional and personal behaviors will</p> <p>Restorative Circles : will be used in the ELA classrooms to help our students to develop resilience</p>	<p>Students</p>	<p>September to June</p>	<p>Faculty Advisors teaching the PGC classes will implement the curriculum</p> <p>Site Team Coordinator, Assistant Principal</p>
<p>Data Review & Analysis Conference: This will be held once each marking period to help our teachers to reflect on their practices and research new strategies to help change the conditions of learning</p>	<p>Teachers</p>	<p>September to June</p>	<p>Principal and Assistant Principals</p>
<p>Parental Use of School’s Online Grade Book: Datacation and the parent coordinator will provide parents with training to use our schools online grade book.</p>	<p>Parents</p>	<p>September and June</p>	<p>Parent Coordinator is responsible to make sure that all parents have a pupil</p>

			path account and know how to use it
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

All 9th grade students will be schedule during the same period as the leadership classes with 11 and 12 grade peer leaders to accommodate weekly activity day out reach days . Peer leaders will attend fall retreat and spring retreat that will be funded from School wide Title 1 program funding. Two members of our staff will carry a split program in order to teach a section of leadership class. A guidance counselor and i assistant principal will be assigned to the leadership class as a supporting advisor for the class.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Reports from Pupil Path will be used to track the number of students progress in all class and the number of parents who created and utilize a pupil path account each year.

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our instructional focus has been increasing the quality of questioning techniques and strategies, with emphasis on student-to-student discussion and productive struggle.

Strengths :

Our school community has developed a shared understanding of effective instruction through professional development sessions, student quantitative and qualitative data review to assess what works and needs to be improved in the classroom as well as the discussion, review, and sharing of best practices and evidence of effective instruction in their teacher development teams.

Priority Needs :

To have teachers consistently develop engaging lessons with multiple opportunities for students to think and engage in meaningful discourse, do the heavy intellectual lifting, question each other thinking and make comments to their peer’s responses.

Part 2 – Annual Goal

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

By June 2016, 85% of teachers will collaborate in designing and facilitating professional development opportunities for all teachers to improve their practice in increasing student engagement in their classrooms as evidenced by increased student discussion, teacher peer inter-visitations and shared strategies as well as by Advance teacher tracker and learning walks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Planning Units of Study: All teachers engaged in planning units of study based on Content area and Common Core Learning Standards. Teachers along with Assistant Principal will identify learning standards with instructional outcomes to assist teachers in designing coherent instruction with expected student outcomes. Teachers meet weekly to make revision to units of student based on data gathered from students performance.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Assistant principals. Instructional Leads & Principal</p>
<p>Strategies to Engage all Students: During Teacher team meetings all teachers will focus on designing lessons that are accessible to all students. Teams will explore and model various strategies to engage students such as creating an intellectually and emotionally safe classroom. For example try to begin each lesson with a warm up activity that can be done by ninety five percent of the students without your help and try to have rules like “We do not let others down”, “We tell others to stop laughing at people.” All teachers allow students time to think and answer questions.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principal & Instructional Leads</p>
<p>Integrated Co-teaching (ICT): ICT teachers meet weekly to plan lessons and co-teach classes seamlessly while focusing on students progress and identifying areas of needs. Reconvene through meeting time to revise lesson and re-teach using different strategies. Teacher designed professional development will be used with best practices for ICT classes modeling the effective ways of collaboration in an ICT class.</p>	<p>ICT Teachers</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principal and principal</p>
<p>Google Apps: All teacher will use Google classroom and school created space on Google to share useful resources. Through this progress all teachers will read a select of professional articles that are related to their work as teachers and design to spark their interest and encourage change in practice.</p>	<p>Teachers</p>	<p>November 2015 to June 2016</p>	<p>Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>All teachers are scheduled for a specified planning and teacher team meeting time during the course of each week. Budget funding from Title 1 SWP and Title III Part a funding will be used to support the implementation of the action steps described above.</p>
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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress will be monitored via Google designed teacher collaboration survey and observation data gathered from teacher tem meetings, teacher led professional development and teacher team meeting.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Science Skills Center High School is committed to creating a reflective equity driven and achievement based culture of learning focused on academic success and college readiness for every student; a school culture of mutual support and accountability, high level of professionalism and communication, CCLS-based instruction, and the use of the Danielson Framework for developing and improving teachers’ instructional practice.

Strengths:

Our shared vision of effective teaching and learning nurtures a culture of continuous improvement through (a) monitoring, tracking, evaluating, and developing teacher practice and performance to improve instruction; (b) creating and maintaining a result-focused learning environment that is responsive to the individual student needs and the diversity among students; (c) analyzing teacher and student performance using multiple data points for evidence and further inquiry to assess progress in student learning and improvement in teacher and leadership practices.

Priority Needs:

To ensure that the school’s theory of action, instructional vision lives in every classroom and interaction between administration-teachers-staff-students-parents, teachers-teachers, teachers-students-parents, students-students. All teachers are utilizing the instructional Non-negotiable that are based on instruction, practice and assessment to achieve instructional consistency across classrooms.

Part 2 – Annual Goal

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

By June 2016, the three newly hired Assistant Principals will be able to effectively use the theory of action, instructional vision and the Instructional Non-Negotiables to guide their work with teachers and increase their capacity to provide teachers with targeted and timely feedback to improve their instructional practice. This will be evidenced by improved teachers’ performance as measured by the Danielson Framework for Teaching, by the Assistant Principals capacity to provide differentiated/individualized professional learning opportunities to teachers their use of student performance data to inform their feedback to teachers and increased student outcomes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Monthly Review of Instructional Vision: Assistant Principal and teachers review the school’s Instructional Vision, identify accomplishments and improvement based on the work completed each month and next steps for growth and improvement. Teachers review their professional goals and its alignment with the work that they have been doing and where they need to focus to accomplish their goals.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principals and Instructional Leads</p>
<p>Instructional Consistency Focus: Principal and Assistant Principal meet with teachers on a one-on-one basis to have them use the Instructional Non- to assess their practice in the classroom and how they plan, design and delivery their lessons.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal and assistant Principals</p>
<p>Use of Classroom Walk Through with Evidence Chart: To capture the evidence of the Instructional Vision in action in all classrooms. Instructional Cabinet use data from evidence gathered to design improvement plan and assistant principal work one-on-one with teachers to improve practice along with instructional leads selecting a colleague to work with as a partner.</p>	<p>Teachers</p>	<p>November 2015 to June 2016</p>	<p>Principal and Assistant Principals</p>
<p>Instructional Leads Utilize Professional Period: To identify evidence of exceptional practices from peer observation cycles.</p>	<p>Teachers</p>	<p>November 2015 to June 2016</p>	<p>Instructional Leads</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Title 1 SWD funding will be utilized for instructional leads to meet with the instructional cabinet after school to assess identify evidence, create improvement plan and design cycles of peer inter-visitation and peer modeling sessions during the school day.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Weekly monitoring of instructional consistency will be measure by data gathered from weekly observation data and classroom walkthroughs. The Instructional cabinet will discuss data gathered and compare current data with previous data to determine progress and next steps. It is expected that by January 2016 we must have at least 85% instructional consistency across our classrooms.

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who failed ELA Regents exam and classes ESL, SWD and Students in the lowest third	Digital Reading Program (ESL-through Light Sail) Online practice and support Focus reading Group Cornell Note Taking Strategy PM school	Small groups One-on-one Whole class Tutoring	During the School Day PM School Saturday School
Mathematics	Students who failed Science Regents and science class ESL & SWD students Lowest Third	Regents Prep Tutoring PM school	Small groups whole class One-on-one Tutoring Online learning tools such as IXL	During the school day Week days Saturdays
Science	Students who failed Science regents ESL & SWD students Lowest Third	Regents prep classes Tutoring	Small group Whole class One-on-one	During the school day
Social Studies	Lowest Third students who failed Global & Us History regents	Regents prep classes Tutoring	Small group Whole group One-on-one	During the school day week days Saturday
At-risk services (e.g. provided by the Guidance Counselor,	Mandated Counseling by Guidance Counselor,	Mandated counseling	Individual Counseling Group counseling	During the school day

<i>School Psychologist, Social Worker, etc.)</i>	School psychologist and Social Worker			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment Strategies</p> <p>To ensure that our teachers are highly qualified we have designed a rigorous recruitment approach that requires</p> <ol style="list-style-type: none"> 1. teachers to plan and teach a lesson as part of the interviewing process 2. Interviewed by a team from our school community that includes, students, teachers, parents, assistant Principal and principal 3. Present a teaching portfolio during the interview 4. 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 <p>Retention Strategies</p> <p>The school is implementing the following retention strategies to ensure all teachers are highly qualified teachers by the end of fall 2015</p> <ol style="list-style-type: none"> 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. <p>Assignment & Support</p> <p>All teachers are scheduled to teach within their license area and are provided with targeted support based on areas for improvement noted from classroom observations.</p>

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

1. Teachers participate and assist in deciding who get recruited
2. Teachers are members of the school’s Instructional Cabinet and participate in shared instructional decisional making
3. Participate in planning and deciding on the areas that they need support in to improve their practice
4. Helps to decide on the text books that are used in the core subject areas
5. Help to decide on the kinds of professional development that area offered
6. 6.All school based assessments are developed by our teachers through teacher teams.
7. Alternative assessments such as projects and presentation are some of the assessments that are included

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	377,065.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,326,612.00	x	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>SCIENCE SKILLS CENTER HS</u>	DBN: <u>13k419</u>
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: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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.

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

Part B: Direct Instruction Supplemental Program Information

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 _____ 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 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 workshop.

All of the four certified content area teachers, the ESL teacher will attend the workshops starting in November and ending in June from 3:00 pm to 5:00 pm. The sessions will be on the following dates:

Part C: Professional Development

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	_____	_____

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.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 419
School Name Science Skills Center High School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Dahlia McGregor	Assistant Principal Taalib Brown
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Zoe Garry	School Counselor Anderson Ali
Teacher/Subject Area Sharon Wexler/ELA	Parent Carl Williams
Teacher/Subject Area Annetta Green/Science	Parent Coordinator Euphemia Duncan-Gayle
Related-Service Provider Theresa Rousell	Borough Field Support Center Staff Member Tatyana Ulubabova
Superintendent Karen Watts	Other (Name and Title) Edwin Rodriquez/Student

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	572	Total number of ELLs	28	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	13
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14	5	0	9	0	1	4	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										4	1	3	0	0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										1	5	0	3	0
Expanding (Advanced)										5	0	3	3	0
Commanding (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	9		5	
Integrated Algebra/CC Algebra	10		2	
Geometry/CC Algebra	2		1	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	3		2	
Earth Science	3		1	
Living Environment	8		2	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	12		4	
Geography				
US History and Government	7		3	
LOTE	4		4	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 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. Teacher created assessment is used to assess the literacy skills of our ELL students. As students make progress in their literacy skills Ed Performance (Scantron) and LightSail re used to identify grade level reading proficiency and lexile level. 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. Garry, our ESL certified teacher works with Assistant Principal, Taalib Brown 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. Garry 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. Lightsail literacy accelerator is used with in-text assessment that provides instant actionable data. Ms. Garry 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. Garry is informed of the results and uses this information to goal set for students. In January, all students including ELLs take the ELA Regents. Taalib Brown, the AP and the English teachers perform an item analysis of each multiple-choice question on the Regents. Ms. Garry 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The overall NYSESLAT result shows that the majority of students 20 out of the 28 who took the NYSESLAT last year scored at the intermedate or advanced level. Half of our ELL population is at the intermediate level. We have 8 students who scored at the beginning level. This year, the majority of our Beginners are 9th and 10th graders (7). The majority of intermediate students are 9th graders (4students) and the majority of our advanced students are 12th graders (5 students). Last year we had 31 ELLs. This

year we have 28 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 does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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. Garry 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 performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

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 Principals 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 New Teacher Center to assist with this work to assist with this work.

Regents Prep: We are collaborating with parents and assign student and staff mentors to each ESL student 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 this initiative to work together to support our students. 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 help them 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. How Language is used to assist students in transiting to English. Our students have access to electronic dictionary and glossary to support the transition from their home language to English.

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

Paste response to question here:

6. How do you make sure that a student's new 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 teacher 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 target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Parents of the students being admitted to our school are given the Home Language Identification Survey(HLIS) by Mr. Taalib Brown, A.P, who also performs an informal interview in English. Mr. Brown 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. Zoe Garry, 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. Garry 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. Garry is also responsible for submitting the data from the LAB-R. Ms. Garry 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. Garry administered the test within the scheduled window for the text. Taalib Brown, Assistant Principal, supervises all of Ms. Garry's work. As a back up to make sure all students' Home Language information is entered and accurate, Ms. Garry 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. Garry examines this data and tests students immediately when needed and re-programs their classes with the assistance of Taalib Brown, AP, the students' guidance counselors, and Program Chair, Delia Joseph. Within ten days of the students' enrollment, Ms. Garry 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The SIFE questionnaire is used to gather data and identify students with interrupted Formal Education so that our school can design learning programs to address their immediate needs.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
The identification process for newly enrolled students with IEP includes the Home Language Identification Survey, the NYSITELL and or the LAB-R for students whose home language is Spanish.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
Paste response to question here:
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
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 ENL). Parents are encouraged to ask questions about all three programs and their questions are answered by Ms. Garry, our ELL coordinator.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ESL Coordinator and the guidance counselor also help to ensure that all forms are returned to our school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ESL teacher also follow up with all students whose parents did not complete and return Parent Survey and Program Selection forms. The guidance counselor also help to ensure that all forms are returned to our school.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Language allocation policy team members distribute entitlement letter at our September monthly ESL Parent meeting. The ESL teacher also follow up by distributing forms to students whose parents did not attend the meeting. The ESL teacher also meets with each parent to discuss ESL placement for their child.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each students including entitlement letters are filed and retained in secured filing cabinet by the school. The ESL coordinator also maintains a binder with the information for each year.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The schedule set by the New York State Department of Education is used is used to administer all sections of the NYSESLAT exams. The ESL teacher and the ESL Assistant Principal review the RLAT (ESL Eligibility report from ATS) to identify all studnets that must take the NYSESLAT exam. On each test day, students are pulled from their classes. Parents are informed of the days when their child will be tested and they re encouraged to ensure that their child is in school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our school maintains running records of the students that are tested out and endure that they received time and a half on their tests.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 (ENL) 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

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.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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. Garry, 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. Garry (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. Garrys smallest classes. Period 1 has 11 students while period 7 has 13 students. Period 5 and 6 are the largest classes with 25 students in period 5 and 19 students in period 6.

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

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 Wednesdays & Thursdays 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 home languages throughout the year?

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.

Paste response to question here:

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

Assesment, Acuity, and ELA regents results. These students are strongly encouraged though 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
The school provided targeted instruction and support to assist students in becoming proficient in the language.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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 Test Wizard and 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
LL 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.

Chart

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

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

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

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



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

Chart

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

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

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

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

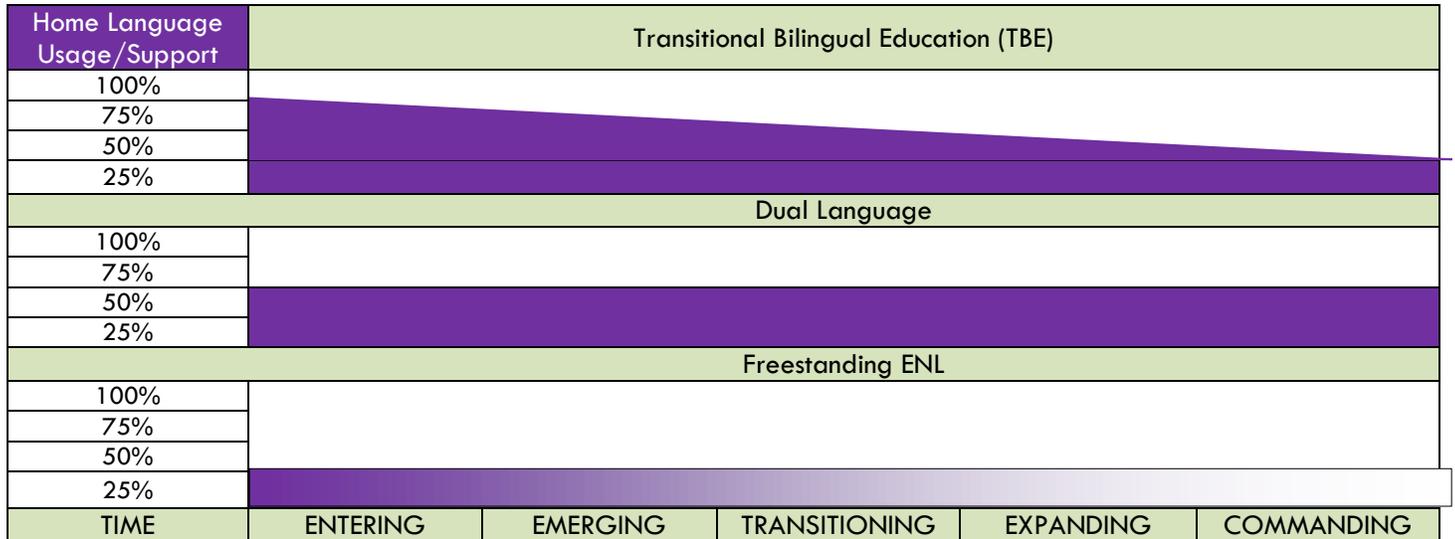


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ur 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 colleges 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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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 the ESL licensed teacher. 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 five hours each Saturday.

Once an English language learner has reached proficiency as indicated on the NYSESLAT their progress is monitored by the guidance department. Students are programmed for ELA Regents preparatory classes to ensure their success on the English Language Arts Comprehensive Regents Examination. Additionally, after-school tutorials are scheduled throughout the year and there is Saturday Academy (Title III) for students who need additional assistance with content area subjects. Make-up labs are offered to youngsters who may not have achieved the required number of labs to take the science regents examinations.

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

12. 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 mini iPads and 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. Lightsail and Castle Learning 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. The two Listening Stations will be utilized during the instructional day.

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.

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

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

14. 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 1st 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.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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 Castle Learning 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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.

17. Explain how the school ensures all required services/resources support and 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 Littell), 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. 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, only two language electives (Spanish & French) are currently offer students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 look for scheduled PD by the DOE ELL dept who provides the City with PD. 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 RLAT to identify ELL students in their course, how to use RLAT data to group students based on their needs, and how to seek out Ms. Garry, our ELL coordinator, to assist in meeting the varied needs of the ELLs. Ms. Garry 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Taalib Brown, A.P. (who is also the supervisor of the ELL program attends the ELL profesional development workshops that are given by the DOE, in addition to the EA-Special Services Manager ELL Compliance/Performance Specialist from the Borough Field Support Center provide hands on instruction on site for him, Ms. Garry, 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.

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, Ms. Garry, our ELL coordinator, attends monthly trainings led AP Brown.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our school has designed our PD to ensure that 15% of the PD received by all teachers is based on to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners For our English as a New Language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

C. Parental Involvement

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

Our school make outreach to parents to set up meeting at a mutual time for parents to meet with the ESL teacher to discuss goals for our program, students assessment data, lanuaguse development progress and needs in all content areas. Students progress are reviewed prior to seting up meeting-this way, meetings are set up with only teachers who the students need the most support in their classes. Translation and interpreation services are perovided at these meeting.

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

An annual individual binder is maintained by the AP incharge of ESL with notes from individual parnt meeting with signature of parents in the AP's office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Each school year a monthly ESL parent calendar id created bsd on the needs of our parents. They particpate in this meeting and the PTA, SLT and other committees to assist the school with projects.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No

5. How do you evaluate the needs of the parents?

Through parents surveys that are done twice per year.

6. How do your parental involvement activities address the needs of the parents?

ESL parents attend monthly professional development sessions that are done by the ESL teacher, Assistant Principal or Principal. These parents also attend our monthly PTA meeting where workshops are given to parents and interpreters are available.

D. Additional Information

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

Paste response here:

School Name: SCIENCE SKILLS CENTER HIGH SCH

School DBN: 13K419

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DAHLIA MCGREGOR	Principal		1/1/01
TAALIB BROWN	Assistant Principal		1/1/01
EUPHEMIS DUBCAN-GAYLE	Parent Coordinator		1/1/01
ZOE GARRY	ENL/Bilingual Teacher		1/1/01
CARL WILLIAMS	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	School Counselor		1/1/01
KAREN WATTS	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Edwin Rodriquez	Other <u>STUDENT</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 13K419 **School Name: Science Skills Center High School**
Superintendent: Karen Watts

Before you begin, please check the following:

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

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

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

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

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

Our school has all new students completing the Home Language Identification Survey (HLIS) for us to identify the preferred language to communicate with parents. ATS data is used on the spoken and written language is also retrieved and reviewed to gather more data on parents language of choice for communication. Our school's Parent Coordinator is also responsible to review all Emergency Blue Cards for all new and incoming students to update the list of preferred language communication for parents. This data is analysed and the school maintains a list of the names of the parents and their preferred language of communication. All correspondence to parents that required another language than English is translated in the preferred language of communication. ESL teacher also use a survey to collect data from the parents.

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

Arabic
Bengali (Bangla in Bangladesh)
Cantonese
Chinese Dialect
English
French
French Hattian Creole

Fulani
 Haitian Creole
 Hebrew
 Mandarin
 Polish
 Russian
 Spanish
 Urdu
 Yoruba

Part B: Creating a Communications Calendar

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

1. School Leadership Team (SLT) & Parent Teachers' Association Annual Calendar dor the upcoming school year (in June)
2. The school's welcome letter to parents (in July of each year)
3. Clubs and Other Extra-curricular activities (1 st week in September)
4. Extended day/ Afterschool Academic Programs- school letter and schedule (Last week in September and February)
5. Parent & Student Hand book (In September of each school year)
6. Monthly Parents Newsletter (1 st week in each month)
- 7, NYS Regents Testing Schedule (In September)
8. Assessment Calendar & Marking Period Dates with progress report distribution dates (1 st week of school in September)
9. Monthly letter from principal to parents (1 st week of each month)
10. Invitations to school activities to parents September, January and April of each year)
11. Annual College Fairs September
12. Letter with dates for parents to visit classrooms with Principal each month(September & February)
13. Parent Coordinator Welcome letter for new parents (July)
14. Summer Bridge Program letter to incoming 9 th and 10 th grade students (in May of each year)
15. Letter encouraging Parents to complete School Learning Environment Survey 9 February)
16. Letter to inform parents of our annual Advanced Placement (AP) Night (in March)
17. Parent Book Club dates (Letter sent to parents 1 st week in August)
18. Annual Science Fair and Symposium invitation to parents
19. Parent Welcome Packet

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

1. College and Readiness meeting with parents and student to complete College Now Form
2. Back to school Night in September to welcome parents and share the course content and curriculum with parents
3. Disciplinary conference with parents, students and guidance counselor
4. Monthly parent consultation meeting with principal
5. School Leadership meeting with parents
6. PTA executive board meeting with Parents
7. Guidance Academic intervention conference with parents and students
6. Parent-teacher conference (scheduled as a meeting to harness parent support to increase student outcomes)
7. Attendance Coordinator conference with parents
8. Principal Conference with parents
9. IEP meetings
10. Parents meeting with School Psychologist

Part C: Providing Language Assistance Services

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

Our school will meet the translation needs of our parents by translating documents to preferred language and use of in house staff to translate for parents We will also use the Translation & Interpretation Unit to assist us with translation by submitting documents to them in a timely manner to ensure that all parents receive the correspondence at the same time..

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

We will continue to utilize over-the-phone interpreters via the Translation & Interpretation Unit, on site interpreters (in-house staff members) and we will also hire outside vendors for events such as open school events.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator is responsible to inform all staff members at our opening faculty conference at the start of each school years. All staff members will receive a Translation and interpretation Brochure for our staff to use as a reference guide for all staff members to assist them with translation and interpretation services, Staff will also receive the I can speak card.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

All parents will receive notification of the Parents' Bill of Right through the "Parent Welcome Packet." A welcome poster is displayed in the main lobby of our school and our main office with the 7 languages. A parent guide to language access will also be included in the welcome packet for all parents. Our security desk has the language ID card that they use with parents to inform us of the Translation and interpretation services needed for parents. The Parent Coordinator also use the Language ID card for parents to identify the language they speak to get translation services.

Part F: Monitoring and Quality Control

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

Parents will be asked to complete a brief survey for us to gather data on the translation & interpretation services that we provide for them. This data will be used to assist us in improving our translation and interpretation services for parents.