



**SETH LOW**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 21K 096**

**ADDRESS: 99 AVENUE P BROOKLYN, NY 11204**

**TELEPHONE: 718-236-1344**

**FAX: 718-236-2397**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** I.S. 96      **SCHOOL NAME:** Seth Low Intermediate School

**SCHOOL ADDRESS:** 99 Avenue P, Brooklyn, NY 11204

**SCHOOL TELEPHONE:** 718-236-1344      **FAX:** 718-236-2397

**SCHOOL CONTACT PERSON:** Denise Levinsky      **EMAIL ADDRESS:** Dlevins@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Chiara Spagnolo

**PRINCIPAL:** Denise Levinsky

**UFT CHAPTER LEADER:** Dani Kirschner

**PARENTS' ASSOCIATION PRESIDENT:** Lisa Robbins

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 21      **SSO NAME:** CEI-PEA

**SSO NETWORK LEADER:** Nancy Ramos

**SUPERINTENDENT:** Isabel DiMola

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Denise Levinsky	*Principal or Designee	
Dani Kirschner	*UFT Chapter Chairperson or Designee	
Lisa Robbins	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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I.S.96, the Seth Low School, a comprehensive middle school, is located in the Bensonhurst section of Brooklyn, New York. The school services 6th, 7th, and 8th grade students. The school building, which has been a cornerstone of the community for more than 80 years, is now undergoing its second year of extensive renovation. In the spring 2010 I.S. 96 will be a barrier-free facility which will allow for full access to our students and community.

Seth Low Intermediate School is recognized by New York State as a school "in good standing." In addition, the school's most recent, 2008-09, NYC DOE Progress Report Grade is an A.

The primary focus of our proposed educational program is to both maintain and improve a high quality of instruction in reading, mathematics, science and social studies for all of our students. It is the school community's philosophy that all children can and will succeed. Seth Low offers a wide range of programs for its students. Our goal is to meet our AYP objective for all students in these areas. To achieve this, our program will aggressively seek to identify and appropriately program students who will benefit from remediation and extra instructional time in these core subjects. Increased use of parallel programming will allow for more individualized programs that meet the needs of each student, including ELL and special education students. Academic intervention services are provided to targeted students to help support their efforts to attain New York State Performance Standards. At risk students are programmed for four additional periods a week of literacy classes, which focus on small group instruction.

Math, Science and Spanish Regents classes are offered to eligible students. The students in the high school Regents classes have outperformed the rest of New York City public schools with a 100% passing rate in the math and science regents.

The visual and performing arts programs at Seth Low are cornerstones of our instructional approach. Students participate in major Art classes, major Vocal and Instrumental Music classes. Others participate in our Modern Dance program. In addition, we have formed an arts partnership with the Museum of Modern Art (MOMA) which has allowed us to utilize an artist in residence on staff, in addition to student and their parent visitations to MOMA.

Our Art program produces award-winning work on a consistent basis, year after year. Our string orchestra is the largest in the city and performs during the year for schools and for the elderly in the community. The concert and marching band is regularly featured in parades and events throughout the borough of Brooklyn.

Seth Low Intermediate School has partnered with FIAO (Federation of Italian-American Organizations) which sponsors an on-site CBO Beacon after school and weekend program for our students and the community. In addition, through a 21<sup>st</sup> Century Grant, three community based organizations. Counseling in Schools, Creative Connections and the Leadership program provide enriching after-school activities for our students.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	I.S. 096 Seth Low						
<b>District:</b>	21	<b>DBN:</b>	21K096	<b>School BEDS Code:</b>	332100010096		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		93 / 87	92.3	94.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment :</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 3	0	0	0		94.0	92.6	92.8
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment :</b>			
Grade 6	360	350	332	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 7	394	387	375		68.1	68.1	68.1
Grade 8	469	388	393				
Grade 9	8	6	0	<b>Students in Temporary Housing - Total Number :</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		6	8	9
Grade 12	0	0	0				
Ungraded	0	1	1	<b>Recent Immigrants - Total Number :</b>			
Total	1231	1132	1101	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
					53	54	80
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	84	67	64	Principal Suspensions	223	78	99
# in Collaborative Team Teaching (CTT) Classes	45	53	59	Superintendent Suspensions	47	20	29
Number all others	37	40	35				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	0
<b>English Language Learners (ELL) Enrollment:</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	188	168	190	Number of Teachers	82	89	84

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	17	17	Number of Administrators and Other Professionals	9	20	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	4	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.5	80.9	82.1
				% more than 5 years teaching anywhere	63.4	64.0	71.4
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	84.0	85.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.0	86.7	82.4
American Indian or Alaska Native	0.2	0.3	0.2				
Black or African American	21.7	16.1	17.8				
Hispanic or Latino	18.6	19.2	19.3				
Asian or Native Hawaiian/Other Pacific Isl.	28.8	32.8	34.1				
White	30.8	31.7	28.5				
<b>Male</b>	54.0	51.9	50.2				
<b>Female</b>	46.0	48.1	49.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
√	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	PFR			ELA:			
Math:	SINI 2			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√SH	√SH	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		8	8	8	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	▶		
<b>Overall Score:</b>	77.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment:	8.2			Quality Statement 2: Plan and Set Goals	▶		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	18.8			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	▶		
Student Progress:	41.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8.3						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### New York State School Accountability 2008 -2009 Status

Adequate Yearly Progress (AYP) was made in ELA, Math and Science. Student groups made AYP in each subject are with the exception of students with disabilities which made AYP in ELA using Safe Harbor Target.

### Performance Trends in the area of English Language Art. New York State ELA Test Trends

#### Category of All Students

All Levels	2007	2008	2009	Increase/ Decrease
1	8.10%	4.40%	1.30%	6.8% Decrease
2	46.50%	44.50%	29.00%	17.5% Decrease
3	42.5%	49.90%	67.70%	25.2% Increase
4	2.90%	1.30%	2.00%	0.9% Decrease

#### Category of English Language Learners

All Levels	2007	2008	2009	Increase/ Decrease
1	39.30%	21.60%	5.50%	33.8% Decrease
2	56.70%	68.70%	69.70%	13% Increase

3	4.00%	9.70%	24.80%	20.8% Increase
4	0.00%	0.00%	0.00%	N/A

Category of Students with Disabilities

All Levels	2007	2008	2009	Increase/ Decrease
1	31.50%	14.10%	5.50%	26% Decrease
2	63.00%	81.80%	74.30%	11.3% Increase
3	5.60%	4.00%	20.20%	14.6% Increase
4	0.00%	0.00%	0.00%	N/A

**Performance Trends in the Area of Mathematics: New York State Math Test Trends**

Category of All Students

All Levels	2007	2008	2009	Increase/ Decrease
1	15.00%	7.90%	3.60%	11.4 % Decrease
2	30.30%	23.50%	17.50%	12.8 % Decrease
3	45.80%	50.10%	58.70%	12.9% Increase
4	8.90%	18.40%	20.20%	11.3% Increase

Category of English Language Learners

All Levels	2007	2008	2009	Increase/ Decrease
1	30.90%	15.30%	8.20%	22.7 % Decrease
2	38.80%	35.30%	24.20%	14.6% Decrease
3	27.70%	44.10%	56.50%	28.8 %Increase
4	2.70%	5.30%	11.10%	8.4% Increase

## Category of Students with Disabilities

All Levels	2007	2008	2009	Increase/ Decrease
1	55.60%	39.40%	19.30%	36.3% Decrease
2	38.00%	44.40%	53.20%	15.2% Increase
3	5.60%	16.20%	27.50%	21.9% Increase
4	0.90%	0.00%	0.00%	.9% Decrease

### **Accomplishments:**

- All Students in ELA there is 6.8% decrease in Level 1's and 25.2% increase in Level 3 and 4's.
- English Language Learners in ELA there is 33.8% decrease in Level 1's and a 20.8% increase in Level 3 and 4's.
- Students with Disabilities in ELA there is a 26% decrease in Level 1's and 14.6% increase in Level 3.
- All Students in Math there is 11.4% decrease in Level 1's and a 12.9% increase in Level 3 and 11.3% in Level 4.
- English Language Learners in Math there is 22.7% decrease in Level 1's a 28.8% increase in Level 3's and an 8.4% increase in Level 4's.
- Students with Disabilities' in Math there are a 36.3% decrease in Level 1's and a 21.9% increase in Level 3's and 4's.

### **Aids:**

- Organization of interdisciplinary teams
- After school programs that supplement the school's curriculum
- Implementation of teachers' goals based on the data gathered to drive instruction
- Time for staff to collaborate and articulate about students needs
- Use of Jamestown Reading Navigator and other soft ware to enhance the reading intervention curricula

### **Barriers:**

- Lack of technological resources for staff and students
- Teachers not participating in outside professional development activities

**Analysis of NYS ELA and Math Performance for Current Students Attending Seth Low Intermediate School - 21K096**

This report reflects only those students who scored a Level 3 or 4 on the NYS ELA or Math assessments in 2008 and measures their performance on the 2008 and 2009 exams. It should be noted that performance for students in the current Grade 6 class represents scored obtained at their elementary school site.

**English Language Arts (ELA)**

480 students, currently enrolled at IS 96K, scored a Proficiency Rating of 3.00 or greater on the 2008 assessment. The following charts show the comparative performance of this group in 2009.

Number (Percentage) of Level 3 and 4 Students Demonstrating One Year Gain or Greater in 2009	Number (Percentage) of Level 3 and 4 Students Who Demonstrated Negative Gains in 2009	Total Number of Students
274 (57.08%)	206 (42.90%)	480

Number (Percentage) of Students In Level 3 in 2008 who dropped to Level 2 in 2009	Number (Percentage) of Students In Level 4 in 2008 who dropped to Level 3 in 2009
7 (16.28%)	2 (66.67%)

Number (Percentage) of Students Remaining in Level 3	Number (Percentage) of Students Remaining in Level 4
36 (83.72%)	1 (33.33%)

**MATH (STM)**

686 students, currently enrolled at IS 96K, scored a Proficiency Rating of 3.00 or greater on the 2008 assessment. The following charts show the comparative performance of this group in 2009.

Number (Percentage) of Level 3 and 4 Students Demonstrating One Year Gain or Greater in 2009	Number (Percentage) of Level 3 and 4 Students Who Demonstrated Negative Gains in 2009	Total Number of Students
373 (54.37%)	313 (45.63%)	686

Number (Percentage) of Students In Level 3 in 2008 who dropped to Level 2 in 2009	Number (Percentage) of Students In Level 4 in 2008 who dropped to Level 3 in 2009
36 (8.72%)	69 (35.20%)

Number (Percentage) of Students Remaining in Level 3	Number (Percentage) of Students Remaining in Level 4
377 (91.28%)	127 (64.80%)

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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- **During the 2009-2010 school year, there will be a 5% combined increase from Level 1 to 2 and Level 2 to 3 for Students with Disabilities on the NYS Math Exam in order to meet or exceed Safe Harbor for Math on the NYS report card. In order to make AYP, we need to move Level 1 to Level 2.**
  
- **During the 2009-2010 school year, there will be a 5% combined increase from Level 1 to 2 and Level 2 to 3 for English Language Learners on the NYS Math Exam in order to meet or exceed Safe Harbor for Math on the NYS report card. In order to make AYP, we need to move Level 1 to Level 2.**
  
- **During the 2009-2010 school year, there will be a 5% combined increase from Level 1 to 2 and Level 2 to 3 for students with disabilities on NYS ELA exam in order to meet or exceed Safe Harbor for English Language Arts on the state report card.**
  
- **During the 2009-2010 school year, there will be a 5% combined increase from Level 1 to Level 2 and Level 2 to Level 3 for English Language Learners on NYS ELA exam in order to meet or exceed Safe Harbor for English Language Arts on state report card**
  
- **During the 2009-2010 school year, there will be a 5% combined increase from Beginner to Intermediate and Intermediate to Advanced for English Language Learners on the writing modality of the NYSELAT exam in order to meet or exceed Safe Harbor for English Language Arts on the state report card.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English/Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• During the 2009-2010 school year, there will be a 5% combined increase from Level 1 to 2 and Level 2 to 3 for students with disabilities on NYS ELA exam in order to meet or exceed Safe Harbor for English Language Arts on the state report card.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Target Population:</u> Students with disabilities</b> <b><u>Responsible Staff:</u> Certified Special Education teachers</b></p> <ul style="list-style-type: none"> <li>• Using performance indicators as well as formal and informal assessments to generate differentiation of instruction as well as developing of IEP goals</li> <li>• Study skills twice a week for remediation of reading comprehension skills as well as the writing process</li> <li>• After school Academic Intervention program</li> <li>• Small group instruction</li> <li>• Jamestown reading program with Resource teacher</li> </ul> <p><b><u>Target Population:</u> Special Education teachers</b> <b><u>Responsible Staff:</u> Assistant Principal’s, Literacy Coach, Professional development consultants</b></p> <ul style="list-style-type: none"> <li>• Instructional team meetings once a week</li> <li>• Continuous use of item skill analysis to drive differentiated instruction</li> <li>• Departmental professional development twice a month</li> <li>• Collaboration amongst teachers to provide literacy across the content areas</li> <li>• Intra-visitations to model classrooms to view best practices</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy Fair Student Funding</li> <li>• 21<sup>st</sup> Century 77</li> <li>• NYSTL Software</li> <li>• NYSTL Hardware</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• New York State ELA</li> <li>• Acuity Assessments-three (3) times during the school year: 1 Predictive; 2 ITA's</li> <li>• ARIS-Aligned with all data available</li> <li>• NYSTART-continually throughout the year</li> <li>• Progress Reports-quarterly</li> <li>• Teacher Observation and classroom formal progress reports on each child</li> <li>• Daily classroom observations by Assistant Principal's</li> <li>• Portfolio Assessment-continually throughout the year</li> <li>• Midterm assessment per grade</li> <li>• WRAP assessments 3 times a year</li> <li>• Reading specialists trained in Jamestown instruction</li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English/Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>During the 2009-2010 school year, there will be a 5% combined increase from Level 1 to Level 2 and Level 2 to Level 3 for English Language Learners on NYS ELA exam in order to meet or exceed Safe Harbor for English Language Arts on state report card</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Target Population:</u> English Language Learners</b> <b><u>Responsible Staff:</u> All staff</b></p> <ul style="list-style-type: none"> <li>• Differentiated instruction throughout the content areas</li> <li>• Peer tutoring</li> <li>• Title III after school program (collaborative teaching with a certified ESL teacher and a certified ELA teacher)</li> <li>• Small group Literacy instruction with certified Reading specialists</li> </ul> <p><b><u>Target Population:</u> All teachers</b> <b><u>Responsible Staff:</u> Assistant Principal's, Literacy Coach, Professional development consultants</b></p> <ul style="list-style-type: none"> <li>• Instructional team meetings once a week</li> <li>• Departmental professional development twice a month</li> <li>• Jose P. training throughout the year</li> <li>• Continuous use of item skill analysis to drive differentiated instruction</li> <li>• Intra-visitations to model classrooms to view best practices</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• ELL consultant from P.S.O. network-TL Children’s First PSO</li> <li>• Ongoing differentiated instruction P.D. for Social Studies teachers on ESL methodology-Title I</li> <li>• Title I &amp; Title I ARRA</li> <li>• Title III After School Program-Title III</li> <li>• Tax Levy Fair Student Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• New York State ELA</li> <li>• Acuity Assessments-three (3) times during the school year; 1 Predictive; 3 ITA’s</li> <li>• ARIS aligned with all data available</li> <li>• NYSTART-continually throughout the year</li> <li>• Progress Reports-quarterly</li> <li>• Teacher Observation and classroom formal progress reports on each child</li> <li>• Daily classroom observations by Assistant Principal’s</li> <li>• Portfolio Assessment-continually throughout the year</li> <li>• Midterm assessment per grade</li> <li>• WRAP assessments 3 times a year</li> <li>• Reading specialists trained in Jamestown instruction</li> <li>• Renzulli instruction for 6<sup>th</sup> grade Intermediate and Advanced ELL students</li> </ul>

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**Subject/Area (where relevant):** English Language Learners

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>During the 2009-2010 school year, there will be a 5% combined increase from Beginner to Intermediate and Intermediate to Advanced for English Language Learners on the writing modality of the NYSELAT exam in order to meet or exceed Safe Harbor for English Language Arts on the state report card.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Target Population:</u> ELL students</b> <b><u>Responsible Staff:</u> Staff</b></p> <ul style="list-style-type: none"> <li>• Differentiated instruction throughout the content areas</li> <li>• Peer tutoring</li> <li>• Title III after school collaborative English/ELL program</li> <li>• Small group Literacy instruction with certified Reading specialists</li> <li>• Beginner/Intermediate ELL students receive 2 periods of journalism &amp; 1 period of library to enhance writing skills and knowledge of the writing process</li> </ul> <p><b><u>Target Population:</u> All teachers</b> <b><u>Responsible Staff:</u> Assistant Principal’s, Literacy Coach, Professional development consultants</b></p> <ul style="list-style-type: none"> <li>• Instructional team meetings once a week</li> <li>• Departmental professional development twice a month</li> <li>• Jose P. training throughout the year</li> <li>• Continuous use of item skill analysis to drive differentiated instruction</li> <li>• Collaboration amongst teachers to provide literacy across the content areas</li> <li>• Intra-visitations to model classrooms to view best practices</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- Title III
- Title I
- Tax Levy Fair Student Funding
- C4E-Leadership Coach

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- New York State ELA
- New York State NYSELAT
- Acuity Assessments three (3) times during the school year; 1 Predictive; 2 ITA's
- NYSTART-continually throughout the year
- Progress Report-quarterly
- Teacher observation and classroom formal progress reports on each child
- Daily classroom observations by Assistant Principal's
- Portfolio Assessment-continually throughout the year
- WRAP assessments 3 times a year
- Renzulli instruction for 6<sup>th</sup> grade Intermediate and Advanced ELL students
- Reading specialists trained in Jamestown instruction

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>During the 2009-2010 school year, there will be a 5% combined increase from Level 1 to 2 and Level 2 to 3 for English Language Learners on the NYS Math Exam in order to meet or exceed Safe Harbor for Math on the NYS report card.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Target Population:</u> English language learners</b> <b><u>Responsible Staff:</u> All staff</b></p> <ul style="list-style-type: none"> <li>• differentiated instruction throughout the content areas</li> <li>• peer tutoring</li> <li>• Title III after-school program (collaborative teaching with a certified ESL teacher and a certified Math teacher)</li> <li>• small group literacy instruction with certified Reading specialists</li> </ul> <p><b><u>Target Population:</u> All teachers</b> <b><u>Responsible Staff:</u> Assistant Principals; Literacy Coach; Professional development consultants</b></p> <ul style="list-style-type: none"> <li>• instructional team meetings once a week</li> <li>• continuous use of item skill analysis to drive differentiated instruction</li> <li>• departmental professional development twice a month</li> <li>• collaboration among teachers to provide literacy across the content areas</li> <li>• intra-visitations to model classrooms to view best practices</li> <li>• ELL consultant from PSO network</li> <li>• ongoing differentiated instruction P.D. for content area teachers on ESL methodology</li> </ul> <p><b>*Implementation timeline – September 2009 – June 2010</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title III</li> <li>• Title I SWP</li> <li>• Tax Levy Fair Student Funding</li> <li>• C4E: Leadership Coach</li> <li>• NYSTL Funding</li> <li>• C4E: Reduced Pupil Teacher Ratio</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• New York State Math Exam</li> <li>• Acuity Assessments- three times during the school year: 1 Predictive; 2 ITAs</li> <li>• ARIS- aligned with all data available</li> <li>• NYSTART- continually throughout the year</li> <li>• Progress Report- quarterly</li> <li>• Teacher observation and classroom formal progress reports on each child</li> <li>• Daily classroom observations by Assistant Principals</li> <li>• Portfolio Assessment- continually throughout the year</li> <li>• Midterm Assessment per grade</li> </ul>

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2009-2010 school year, there will be a 5% combined increase from Level 1 to 2 and Level 2 to 3 for Students with Disabilities on the NYS Math Exam in order to meet or exceed Safe Harbor for Math on the NYS report card.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population:</b> Students with Disabilities  <b>Responsible Staff:</b> certified Special Education teachers</p> <ul style="list-style-type: none"> <li>• using performance indicators as well as formal and informal assessments to facilitate differentiated instruction and development of IEP goals</li> <li>• study skills twice a week for remediation of verbal/multi-step problem solving</li> <li>• math enrichment classes; 1-2 periods a week to provide additional remediation of basic skills</li> <li>• after-school Academic Intervention program</li> <li>• small group instruction</li> </ul> <p><b>Target Population:</b> Special Education teachers  <b>Responsible Staff:</b> Assistant Principals; Special Education coordinator; Professional development consultants</p> <ul style="list-style-type: none"> <li>• instructional team meetings once a week</li> <li>• continuous use of item skill analysis to drive differentiated instruction</li> <li>• departmental professional development twice a month</li> <li>• collaboration among teachers to provide literacy across the content areas</li> <li>• intra-visitations to model classrooms to view best practices</li> </ul> <p>*Implementation timeline – September 2009 through June 2010</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title I SWP</li> <li>• Tax Levy Fair Student Funding</li> <li>• C4E: Class Size Reduction</li> <li>• NYSTL Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• New York State Math Exam</li> <li>• Acuity Assessments- three (3) times during the school year: 1 Predictive; 2 ITAs</li> <li>• ARIS- aligned with all data available</li> <li>• NySTART- continually throughout the year</li> <li>• Progress Report- quarterly</li> <li>• Teacher observation and classroom formal progress reports on each child</li> <li>• Daily classroom observations by Assistant Principals</li> <li>• Portfolio Assessment- continually throughout the year</li> <li>• Midterm Assessment per grade</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	69	31	56	60	5	0	1	11
7	100	75	75	95	7	0	3	7
8	87	69	69	115	70	0	2	6
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> <b>1. Jamestown Reading Navigator</b> <b>2. Small Group Instruction</b> <b>3. Literacy/CTT/SETSS Teachers</b> <b>4. ESL</b> <b>5. Renzulli</b>	<ol style="list-style-type: none"> <li>1. Improves students' comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading highly engaging content, viewing interactive multimedia, and writing in response to reading. During the school day</li> <li>2. One-to-one and small group differentiated instruction during teachers' professional activity periods</li> <li>3. Push-in and pull out model of reading Academic Intervention Services, during the school day</li> <li>4. After school Title III ESL small group instruction in a Co-teaching format-one ESL teacher with one English teacher with a focus on the writing process</li> <li>5. To provide appropriate differentiation activities for students of all levels of achievement and abilities, to be used during the day across the curriculum based upon the findings from Renzulli</li> </ol>
<b>Mathematics:</b> <b>1. Small Group Instruction</b> <b>2. Enrichment/CTT/SESS Teachers</b> <b>3. ESL</b>	<ol style="list-style-type: none"> <li>1. <b>One-to-one and small group differentiated instruction during teachers' professional activity periods</b></li> <li>2. <b>Push-in and pull-out model of math AIS during school day</b></li> <li>3. <b>After school Title III program providing small group instruction in a co-teaching format; one ESL teacher with one Math teacher focusing on linkage of process strands to content strands.</b></li> </ol>
<b>Science:</b> <b>1. Laboratory Period</b> <b>2. Small Group Instruction</b> <b>3. ESL</b>	<ol style="list-style-type: none"> <li>1. <b>Provides additional instruction through hands-on activities focusing on NYS Intermediate Level Science Exam performance standards</b></li> <li>2. <b>One-to-one and small group differentiated instruction during teachers' professional activity periods</b></li> <li>3. <b>After school Title III program aligned with state and city standards provided by Science, ESL and/or Special Education teachers on each grade level (6-8)</b></li> </ol>

<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• CTT/SETTS Teachers</li> <li>• ESL</li> </ul>	<ol style="list-style-type: none"> <li>1. Students learn content by actively reading and writing in small groups. The use of visuals assists in giving students the ability to understand history. This occurs during the school day.</li> <li>2. Differentiate instruction occurs during the school day based on the students' data and needs.</li> <li>3. ESL teachers assist social studies teachers in how to be sensitive to different levels of English development for effective planning during professional development periods.</li> </ol>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>One to One and small group counseling to address students' behavior or social issues that may impact on academics; Crisis intervention, conflict resolution and mediation; Parent conferences and referrals to school, district, and community programs; Career counseling and facilitation of the High School admissions process.</b> <b>These services are provided throughout the school day</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>One to One counseling to address student's behavioral or social issues that may impact on academics</b> <b>Parent consultations and referrals to school, district and community programs</b> <b>Evaluations and recommendations for additional services or programs</b> <b>These services are provided throughout the school day</b>
<b>At-risk Services Provided by the Social Worker:</b>	Through group and individual counseling, students are given tools to improve their social and psychological functioning to maximize their well-being and academics. Discussions of misbehavior in class, and truancy are provided in both settings. Recommendations of outside counseling and testing for other support services within the DOE are provided. Teachers are also advised on how to cope with students who have issues that are being addressed in therapy.
<b>At-risk Health-related Services:</b>	<b>Individual nursing assessment and prescribed treatment of students with documented medical conditions</b> <b>Conferences and consultations with parents and physicians regarding the diagnosis and progress of each student's medical condition</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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## IS 96 LAP NARRATIVE

Seth Low (Intermediate School 96) is a District 21 CEI-PEA partnership school located in the Bensonhurst section of Brooklyn. The school is comprised of sixth to eighth grade and serves a population of approximately 1014 students from culturally diverse backgrounds. Presently there are 188 English Language Learners in the building. There are currently 47 6<sup>th</sup> grade, 80 7<sup>th</sup> grade and 61 8<sup>th</sup> grade ELL students comprising 18.54% of the student population. ELL subgroups include newcomers (0-3 years), ELLs receiving 4 -6 years, Long-Term ELLS (completed 6 years) and ELL students with Individualized Education Plans (IEP). Currently there are no SIFE (Students with interrupted formal education) students at IS 96. The ESL program is taught by three NYS certified ESL teachers and two NYS certified non ESL teachers. The following represents a breakdown of the ELL students currently in ESL by grade and language:

### **Grade 6-**

Spanish	8
Chinese	23
Russian	4
Urdu	4
Arabic	1
Other	7

### **Grade 7-**

Spanish	18
Chinese	33
Russian	10
Bengali	1
Urdu	5
Arabic	5
Polish	1
Other	7

### **Grade 8-**

Spanish	13
Chinese	28
Russian	6
Urdu	2

Arabic	4
Other	8

### **ELL Identification Process**

New entrants to IS 96 who are first time entrants into the New York City Public School System are administered the Home Language Identification Survey (HLIS) upon enrollment. The ELL Coordinator conducts the informal interview of the parent and child in English or the Native Language utilizing staff members who assist in translation. Based on the parent answers on the HLIS, LAB-R eligibility is determined. The LAB-R assessment is administered by a licensed ESL teacher within the first 10 days of enrollment. The LAB-R score determines if the student is entitled to services. Continued Entitlement is determined by the New York State English as a Second Language Achievement Test (NYSESLAT) administered each spring.

Parents are given entitlement letters that explains that based on the child's LAB-R score he/she is entitled to receive ELL services. Attached to the entitlement letter is the Parent Program Selection Form. Parents are invited to a parent orientation meeting in which they will be given the opportunity to select the program of their choice. The Parent Coordinator along with the ELL Coordinator host parent orientations that provide parents with the opportunity to view the parent video which explains the various ELL programs available. At the parent orientation, program choices are explained in the parent's native language utilizing staff members or parent volunteers. The Parent Coordinator reaches out to new parents to ensure that the Parent Survey and the Program Selection forms are returned. Students are placed in a program according to parental choice. The parent choice letters are kept on file and periodically reviewed to see if the school is meeting the requests of the parents.

After reviewing Parent Survey and Program Selection forms for the past few years, the trend in program selection has been Freestanding English as a Second Language. Parents who select a Transitional Bilingual Program or Dual Language program are advised that they will be placed on a waiting list until 15 or more parents select either program. At which time, the choice of program would be offered to the parent and the class will be created with a highly qualified and certified bilingual teacher.

### **Programming and Scheduling Information**

IS 96 implements a free standing ESL program using the pull-out organizational model. ELL students spend a majority of their day in all English content instruction and are brought together for ESL classes. ESL classes are comprised of students from two to three classes on each grade and are grouped homogeneously based on proficiency levels achieved on the NYSESLAT Exam. The general education and ESL teachers meet bi-weekly to plan curricula alignment.

As per CR Part 154 Beginner and Intermediate ELL students receive 360 minutes of ESL instruction per week. ELA classes are paralleled on each grade which allows for the ESL teacher to pull the ELL students during regular ELA instruction. Advanced ELL students receive 180 minutes of ESL instruction and 180 minutes on ELA instruction as required under CR Part 154. Advanced students are pulled for ESL during departmentalized foreign language periods.

Assessment Analysis of the ATS reports RLAT and RNMR (NYSESLAT Exam Report) indicate the following:

Proficiency Results	Grade 6	Grade 7	Grade 8
Beginner	8	28	28
Intermediate	15	25	21
Advanced	24	26	13

### **Instruction in the Program Model**

Content area instruction is delivered in English infusing ESL methodologies and instructional strategies. Instruction is aligned with ESL, NLA and ELA standards. Native Language support is given to make content more comprehensible. ELL students are provided with bilingual dictionaries to be used in all classes. ELL students with the same native language background are grouped together and work collaboratively to complete tasks. There are Spanish novels and literature available for students to enjoy. Some content area teachers are trained with best instructional practices for ESL to help meet or exceed NYS Standards.

We are in the process of restructuring the ESL department and are focusing on honing teachers' skills regarding differentiation of instruction. As a result of this the school has brought in consultants and staff developers to work with teachers throughout the school year to help promote effective teaching using differentiation of instruction to meet the needs of the ELL subgroups in the building. With this support IS 96 hopes to provide and sustain academic rigor across the core subjects to enhance academic language development and achievement.

#### **Differentiated Instruction for ELL Sub-groups**

**Newcomers 0-3 years:** Use of the workshop model and cooperative learning to pair the various levels that are associated with beginner ELL students. Teachers conference and do guided work based on the individual needs of the student. Peer tutoring is facilitated by use of a same language "buddy". The ELL teacher works in collaboration with the ELA teacher to scaffold instruction; providing the necessary skills needed to perform well on the ELA as well as the NYSESLAT.

**ELL students' receiving 4-6 years of service:** Use of adapted literature to ensure authentic and high quality reading. Content area teachers provided with professional development reflecting best instructional practices for ESL. Collaboration between the ESL and content area teachers provides scaffolding of subject area instruction to ensure all ELL students meet standard promotional criteria.

**Long term ELL (completed 6 years):** Use of adapted literature to ensure authentic and high quality reading. Content area teachers provided with professional development reflecting best instructional practices for ESL. Collaboration between the ESL and content area teachers provides scaffolding of subject area instruction to ensure all ELL students meet standard promotional criteria. Long term ELL students are the focus of the Inquiry Team; where the needs of the students are identified and assessed. Teachers monitor and refer as needed to SBST.

**ELL (Identified as having special needs):** The student's needs are addressed and reflective of their IEP mandates.

**Targeted Intervention Programs** ELL Students with 4-6 years will be targeted and using intervention programs in ELA, Math and content areas, these programs include: Jamestown Reading Navigator and Renzulli Learning systems. During the school day these students are provided with one-to-one and small group differentiated instruction, as well as push-in and pull out model of reading Academic Intervention Services. These students are invited to attend our after school Title III program. This program will be set up using a co-teaching format; one ESL teacher with one ELA/Reading teacher, the focus is on the writing process through project based exploration.

Transitional ELL students are provided with 2-3 periods a week of supplementary reading instruction to support the transition into a full ELA program; these students are also given all testing accommodations which include extended time, separate location, use of bilingual dictionaries, third reading of the listening section on the ELA and translated versions of content area exams for up to two years after testing out on the NYSESLAT.

For the upcoming school year, I.S. 96 will explore various intervention programs to assess what will benefit the students of Seth Low; one program in particular, Achieve 3000 will be incorporated at the conclusion of the technology upgrade that the school is currently undergoing.

All ELL students are invited to attend after school programs that include: FIAO Beacon and 21<sup>st</sup> Century which offer various outlets for ELL students. These programs are held every day after school.

### **ELL Support in the Classroom**

IS 96 provides various materials to help support ELL students in all content area and ESL classes.

The instructional materials used in the classroom include:

- Milestones (green, red, blue & purple)
- Smart boards
- Lap tops
- Adapted novels

### **Native Language support in the ESL Program**

Native language support in the ESL program includes the use of bilingual dictionaries and peer to peer tutoring. Two ESL teachers are bilingual and assist students in the classroom. ESL classrooms are compiling classroom libraries that contain novels of various native languages.

### **Jump Start Program**

I.S. 96 will implement a “Jump-Start: program this August which will provide newly enrolled ELL students with two weeks of ESL instruction and guidance. New students will be taken on

tours of the building and will have the opportunity to become familiar with the Middle School culture.

### **Professional Development and Support for School Staff**

For the start of the new school year, all staff will be provided with intensive professional development with a focus on Differentiated Instruction, Writing, and Effective Strategies and Structures for English Language Learners. An on-going comprehensive professional development program to support our teachers will be coordinated by the Instructional Team, which includes the principal, assistant principals, literacy coach, English Language Learner/Students with Disabilities Coordinators and Lead Teachers from each small learning community. This team will continue to work together to combine ideas on effective planning and strategies for differentiated instruction and providing students with the optimal learning environment for academic achievement.

In addition, Seth Low Intermediate School has formed an alliance with the United Federation of Teachers providing an on-site Teacher Center to ensure sufficient professional development. Seth Low Intermediate School 96 teachers will also be given the opportunity to attend professional development workshops offered off-site with diverse and expert language acquisition facilitators.

The Center for Educational Innovation-PEA will provide extensive support and workshops to administrators, coaches, coordinators, teachers and the parent coordinator. Additionally BTAC will provide English Language Learner Teachers with opportunities to learn how to utilize the NYSESLAT data to drive instruction.

We will continue to differentiate professional development through instructional team meetings which are scheduled weekly on each grade level and/or subject areas. In addition, teachers meet for one fifty-minute monthly after-school session where inter-disciplinary teams articulate, share ideas, monitor and develop strategies to plan effective action plans to foster academic achievement for English Language Learners.

Multiple opportunities will be provided for turn-key training throughout the school year. In order to build capacity in the building, we will use model classrooms for intra-visitations where teachers can view best practices demonstrated by their colleagues. As teachers attend workshops to build effective methods to improve academic achievement with English Language Learners, venues will be scheduled where they are able to share information with their peers. Small teams of teachers will be involved in the on-going process of analyzing student work. Focused classroom walkthroughs will provide feedback to inform staff of the effectiveness or shortcomings of specific classroom strategies that have been implemented. Support will be provided by staff at every level to insure the academic success of this student population.

This year's meetings and workshops will include topics such as

- Content Area Strategies for English Language Learners
- Types of English Language Learners

- Differentiated Instruction Strategies for English Language Learners
- Basic Interpersonal Communication (BICS)
- Cognitive Academic Language Proficiency (CALPS)
- Examining the Strands of the New York State English as a Second Language Achievement Test
- Differentiating Reading: Approaches and Strategies to Support English Language Learners
- Differentiating Writing: Strategies that Promote Academic Language Development  
7.5 hours of English Language Learner training per Jose P.
- Developing Assessments to Monitor the Progress of English Language Learners
- The Renzulli Training Program

### **Transitional Support**

All teachers will be provided support to help transition English Language Learners from elementary school to middle school with the availability of bilingual books, brochures and culture training in the dominant language groups in the school. Sensitivity training will be given to foster teachers to encourage and motivate English Language Learners. Research based methods will be explored to help teachers identify the individual and diverse needs of English Language Learners academic achievement along with their social and emotional well being.

### **Jose P. Training**

All teachers will be provided the opportunity to receive 7.5 hours of comprehensive Jose P. training during the weekly common preparation periods as well during the monthly after-school team meetings. The training will be coordinated by the Seth Low Instructional Team and/or out-sourced professional development consultants. All Jose P. training will be facilitated by an ESL certified consultant. Please see agenda below for sample training schedule.

- I. Greetings
- II. ELL Identification
- III. ELL Data Overview & Analysis: What Does the Data Tell Us?
- IV. BREAK
- V. Overview of Learning Standards for ESL
- VI. LUNCH
- VII. ESL Strategies Across the Content Areas

## VIII. Debrief/Closing Comments – Quick-write Reflection & a Share through “Novel Ideas Only” Activity

At the end of teachers’ accumulated 7.5 hours of training he or she will receive an official certificate.

## IX. Evaluation

### **Parental Involvement**

- The Parent Coordinator will hold ELL Parent Workshops throughout the school year. Workshops for the upcoming school year include:
- NYS Promotional Criteria
- Introduction to the ESL program
- Preparation for the ELA Exam

The Parent Coordinator partners with parents who speak various languages to assist ELL parents with translation during PTA meetings, Parent teacher Conferences as well as other pertinent events in the school community.

I.S. 96 partners with FIAO Beacon “CBO” and provides free ESL classes for parents of ELL students in the evening.

Surveys in a variety of languages are distributed to the parents of ELL students at the conclusion of various meetings held within the school to evaluate the needs and concerns of the parents.

### **Assessment Data**

The ESL teachers will be using W.R.A.P kits for initial and periodic assessments. The outcomes from these assessments will drive instruction in the classrooms. Teachers will use the data from the assessment to create small group instruction which lends itself to guided practice and leveling of classroom libraries. W.R.A.P. will provide an approximate reading level for each ELL student.

Data patterns from the NYSESLAT reveal the majority of ELL students are scoring in the beginning and intermediate levels. In grade 6, half of the students are scoring advanced on the NYSESLAT. In grade 7, the students are dispersed equally amongst the various levels. In grade 8, there are very few students scoring on the advanced level.

After reviewing the RNMR report in ATS, it is evident that the majority of ELL students are deficient in the writing modality. ELL students are faring better on the listening and speaking modalities of the NYSESLAT. As a result of these testing outcomes, there is a school wide emphasis on writing best practices in order to improve student achievement. A Title III after school program will also focus on enhancing writing/literacy skills.

After reviewing the NYS ELA exam there is a correlation between the beginner and intermediate ELL students. Beginning and intermediate ELL students are not meeting the standards on the

ELA (level 3-4) but are scoring a level 1-2. Many ELL students who scored Advanced on the NYSESLAT Exam have met the standards on the ELA exam achieving a level 3 or 4. Looking closer at the ELA data revealed that the 8<sup>th</sup> grade ELL students are achieving lower than the 7<sup>th</sup> and 6<sup>th</sup> grade students. This seems to be the trend citywide.

As compared to the NYS ELA ELL students are performing better on the NYS Math Exam. The majority of ELL students did meet the standards scoring a level 3 or 4. Although ELL students were given the opportunity to take the exam in their native language many of the students took the exam in English and still excelled. There were very few students who achieved a level 1 or 2 on the NYS Math Exam, with the 7<sup>th</sup> grade having the most with 10 students total.

The inquiry team is currently examining the results of ELL periodic assessments to find the needs of these students who in turn disseminate the information to the subject area teachers.

### **Program Evaluation**

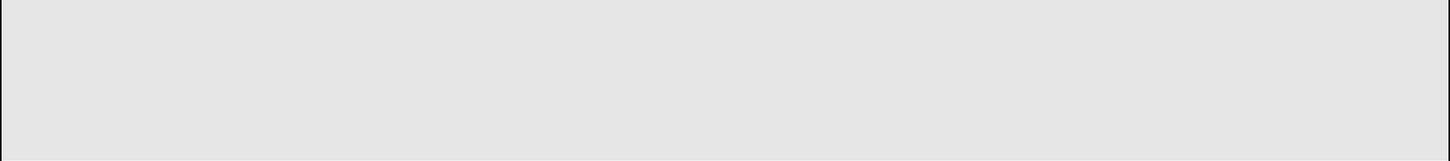
IS 96 evaluates the success of our ESL program by analyzing performance data on the NYSESLAT Exam each year. The goal of our program is to accelerate academic language and literacy development to ensure that students meet English proficiency in a timely manner.





Korean										0
Punjabi										0
Polish								1		1
Albanian										0
Other							7	7	8	22
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</b>	<b>80</b>	<b>61</b>	<b>188</b>

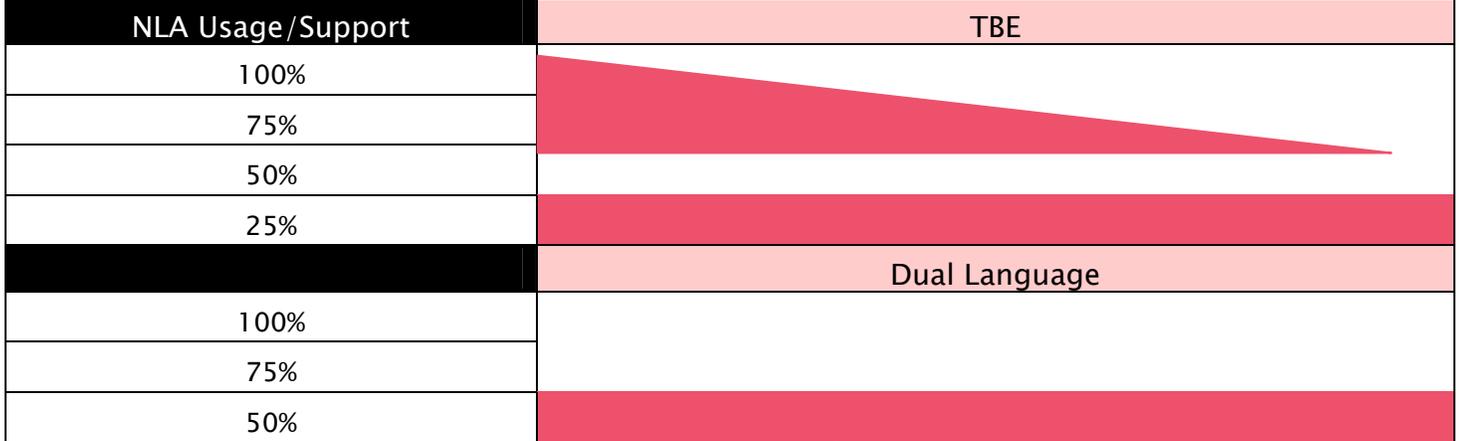
**Programming and Scheduling Information**



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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**  
 The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
 Please note that NLA support is never zero.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							8	28	28	64
Intermediate(I)							15	25	21	61
Advanced (A)							24	26	13	63
Total Tested	0	0	0	0	0	0	47	79	62	188

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B							2	16	4
	I							10	17	20
	A							23	35	19



NYSAA Bilingual Spe Ed									0
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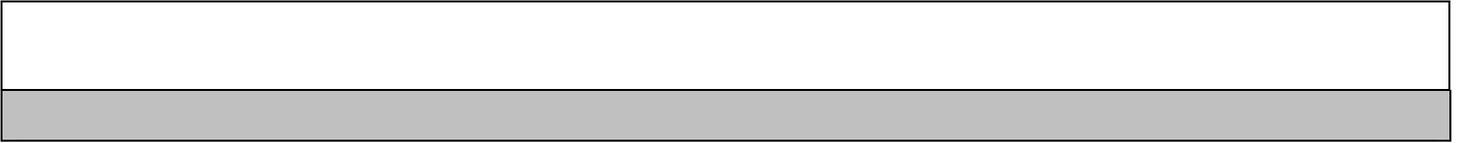


## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tami Flynn	Assistant Principal		
Denise Mclain	Parent Coordinator		
Sokol Muja	ESL Teacher		
	Teacher/Subject Area		
Cynthia Sow	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Dawn Hadley	Other		

<b>Signatures</b>	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date



Filename: 21K096 LAP WORKSHEETS 2009-2010\_Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
Batch15\Process\CEP\_K096\_Over  
Template: C:\Documents and Settings\partha\Application  
Data\Microsoft\Templates\Normal.dot  
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS  
Subject:  
Author: rbellis  
Keywords:  
Comments:  
Creation Date: 1/6/2010 2:26:00 PM  
Change Number: 3  
Last Saved On: 1/7/2010 11:16:00 AM  
Last Saved By: NYCDOE  
Total Editing Time: 6 Minutes  
Last Printed On: 3/8/2010 7:25:00 PM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 2,089 (approx.)  
Number of Characters: 11,913 (approx.)

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) 6 & 7                      Number of Students to be Served: 30    LEP 0    Non-LEP

Number of Teachers 4                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – – Seth Low’s Title III program will provide supplemental instruction after school three times a week. The supplemental program will target ELL students in grades 6<sup>th</sup> and 7<sup>th</sup> who scored at beginning/intermediate levels on the spring 2009 NYSESLAT Exam. This sub-group represents a majority of the level 2 ELA students in the building. The rationale for the program was determined by reviewing the RNMR report in ATS. After careful review of the RNMR report it became evident that the majority of ELL students in the building were deficient in writing, with poor performance on the writing modality.

The program will meet on Tuesdays, Wednesdays, and Thursdays for two hours. The program will run for approximately 20 weeks. There will be two classes one per grade. Each class will be taught using a collaborative team teaching by highly certified ELA and ELL teachers. Instruction will be aligned with ESL/ELA standards and will be project based focusing on the writing process.

Four teachers will be utilized for the Title III program at a cost of \$49.89 per hour including fringe. I.S. 96 will be purchasing materials from National Geographic INSIDE at a total cost of approximately \$5,000. IS 96 will also be purchasing graphic novels from Perma Bound to enrich and bolster writing in the program at an approximate cost of \$5500.00. Additionally the school will be purchasing chart paper, crayons, and pencils to be used for instruction in the classroom. The total cost of supplies will be \$10,860.80.

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**Professional Development Program** – The Title III development program will focus on implementing differentiation of instruction in the content area classes based on the level of English language proficiency. Teachers will receive staff development on analyzing data on state exams i.e. ELA, NYSESLAT, NYS Math exam, to drive effective instruction. ELL teachers will facilitate staff development on incorporating ELL strategies across the content areas.

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**Form TIII – A (1)(b)**

School: 21K096 BEDS Code: \_\_\_\_\_

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	23,947.20	<b>Teacher per session rate of 480 hours. Four teachers allotted 120 hours at \$49.89 including fringe. 4X120=480 480X \$49.89=\$23,947.20</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	N/A	N/A
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$10,860.80	<b>Books from National Geographic the INSIDE series to include: texts, workbooks, and other supplemental materials. Graphic novels from Perma Bound. Classroom materials to include chart paper, pencils, pens, markers and crayons.</b>
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>	N/A	
<b>Other</b>	N/A	
<b>TOTAL</b>	34,808	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

Seth Low keeps a record of the primary language spoken by the parent of every student. The school also reviews home language surveys, blue cards and ATS reports to ensure accurate record keeping and maintaining up to date primary language information.

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

In reviewing the needs of our parents, it has been determined that Seth Low has a large Chinese/Spanish and Russian population. There is also a need for Urdu/Arabic and Polish translation services within the Seth Low community. The parents of these children have requested all oral and written communication be in their primary language. Faculty members are provided when applicable a list of these students and subsequent languages.

#### **Part B: Strategies and Activities**

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

All written correspondence is translated by staff members, parent volunteers as well as the translation unit to meet the needs of non English speaking parents. Seth Low also incorporates on all written correspondence a footer in various languages which informs parents of translation services provided.

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

Seth Low currently has staff members who speak various languages that include Spanish, Russian, Polish and Chinese who assist parents with oral interpretation. The parent coordinator also works with parent volunteers who attend various school wide meetings and assist with translation services. When needed, Seth Low contacts the translation and interpretation unit via telephone to further assist with the needs of the parents.

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

According to the Chancellor's regulation A-663, a welcome sign issued by NYCDOE is posted in the main office that explains parental rights.

Parents are provided with a copy of the bill of parent's rights and responsibilities which explains their rights regarding translation and interpretation services.

Parents are provided this document in their primary language.

Seth Low, I.S. 96 has posted at the main entrance the availability of interpretation services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	897,643	421,925	1,319,568
2. Enter the anticipated 1% set-aside for Parent Involvement:	8976.43		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		4219.25	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	44882.15		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		21096.25	
6. Enter the anticipated 10% set-aside for Professional Development:	89764.30		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		42192.50	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_ 82.4 \_\_\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy. ww

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### SETH LOW INTERMEDIATE SCHOOL 96 2009-10 PARENTAL INVOLVEMENT POLICY

Seth Low Intermediate School 96 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA)*. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans of the ESEA* in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
1. Seth Low Intermediate School 96 will take the following actions to involve parents in the joint development of the District Parental Involvement Policy under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

**Seth Low Intermediate School 96 will jointly inform parents of district parent meetings and work with the Seth Low PTA, Parent Coordinator and School Leadership Team to encourage active participation by a cross section of parents. The representatives will turnkey information to the respective members for input.**

- 2. Seth Low Intermediate School 96 will coordinate and integrate parental involvement strategies in Title I, Part A with other parental involvement strategies under the following other programs: 21<sup>st</sup> Century After-School Program; parent-coordinator workshops.**
- 3. A parent member of the Parent-Teacher Association will be elected as the Title I representative.**
- 4. Seth Low Intermediate School 96 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for increased parent involvement, annually, in June of each school year.**
- 5. Seth Low Intermediate School 96 will provide materials and training to help parents work with their children to improve their children's academic achievement. Specifically, I.S. 96 will continue to offer training or other information to parents on the following:**
  - Ways of help families establish home environment that support children as students.**
  - Information and ideas for families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.**
  - How to design effective forms of school-to-home and home-to-school communications about school programs and children's progress.**

**Seth Low Intermediate School 96 will ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternate formats upon request, and translations in parents' preferred languages.**

## **1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **SETH LOW INTERMEDIATE SCHOOL 96 2009-10 PARENTAL INVOLVEMENT POLICY**

**Seth Low Intermediate School 96 agrees to implement the following statutory requirements:**

- **The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA)*. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
  - **In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans of the ESEA* in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.**
  - **The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.**
- 4. Seth Low Intermediate School 96 will take the following actions to involve parents in the joint development of the District Parental Involvement Policy under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of the ESEA:**

**Seth Low Intermediate School 96 will jointly inform parents of district parent meetings and work with the Seth Low PTA, Parent Coordinator and School Leadership Team to encourage active participation by a cross section of parents. The representative will turnkey information to the respective members for input.**

- 5. Seth Low Intermediate School 96 will coordinate and integrate parental involvement strategies in Title I, Part A with other parental involvement strategies under the following other programs: 21<sup>st</sup> Century After-School Program; parent-coordinator workshops.**
- 6. A parent member of the Parent-Teacher Association will be elected as the Title I representative.**
- 5. Seth Low Intermediate School 96 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for increased parent involvement, annually, in June of each school year.**
- 5. Seth Low Intermediate School 96 will provide materials and training to help parents work with their children to improve their children's academic achievement. Specifically, I.S. 96 will continue to offer training or other information to parents on the following:**
  - Ways of help families establish home environment that support children as students.**
  - Information and ideas for families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.**
  - How to design effective forms of school-to-home and home-to-school communications about school programs and children's progress.**

**Seth Low Intermediate School 96 will ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternate formats upon request, and translations in parents' preferred languages.**

- 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

**School-Parent Compact**

*We, Seth Low Intermediate School 96 the school and parents agree to work cooperatively to provide for the successful education of our children.*

**SCHOOL**

**We understand: that parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring following;**

**We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.**

**We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.**

**We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.**

**We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.**

**We understand: the need to provide quality curriculum and instruction.**

**We understand: the need to deal with communication issues between teachers and parents through:**

- **Parent Teacher Conferences**
- **Monthly PTA meetings, SLT meetings, and Parent Workshops**
- **Parent Coordinator**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**

**We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.**

**We understand: the need to provide full opportunities for participation of parents with limited English proficiency, parent with disabilities, and parents of migratory children for all the above and any other reasonable parent/legal guardian needs as it relates to their child's education, health and safety.**

**Seth Low Intermediate School 96**  
**PARENT/GUARDIAN**

**I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.**

**I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.**

**I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.**

**I understand: the need for me to monitor my child's:**

- Attendance at school
- Academic Progress
- Homework
- Television watching
- Health needs
- Use of extracurricular time

**I understand: the need to share responsibility for my child's improved academic achievement.**

**I understand: the need to communicate with my child's teachers about his/her educational needs.**

**I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.**

**I understand: the need to contact Parent Coordinator as a liaison to connect to Teacher or Administration concerning my child.**

*I have read and understand my rights and what the school will provide my child.*

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**Print Parent's Name**

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**Parent's Signature**

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**Student's Name and Class**

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV

2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

**One strategy used to provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement at IS 96 is a careful examination of student profiles. This includes examination of previous and current formal test results to ensure proper placement and delivery of services deemed necessary by the City, State and Federal Government. It is our belief that all needs of the child must be addressed to ensure proper well-being and academic success, as one is rarely present without the other. Many times the scope of addressing the needs of the child goes beyond that of the regular school day. Staff members are therefore available for needy children after regular school hours and have often made “house visits” to check on a child’s general well being and safety. As a way to increase the amount and quality of learning time, IS 96 conforms to the calendar prescribed by New York State and NYC. This includes an extended day and mandated and non-mandated summer programs of remediation and enrichment. During both the extended day and summer programs, teachers provide small group instruction to children in classes**

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**ranging from 10 - 15 students. Teachers at IS 96 help provide an enriched and accelerated curriculum by being committed to excellence and employ teaching and learning strategies that are research based to all students. These include Cooperative Learning, Differentiated Instruction, Multiple Intelligences and Teaching for Understanding. Questioning techniques aligned with Bloom’s Taxonomy are also incorporated into the daily lessons for students of varying abilities. Instruction is geared to improve listening, speaking, reading and writing in ELA. Data is also used to assess progress and address and redress deficiencies.**

**3. Instruction by highly qualified staff.**

The teachers are 100% fully licensed and permanently assigned to this school; 82.4% of the core classes are taught by “highly qualified” teachers according to NCLB/SED definition.

**4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.**

For the start of the new school year, all staff will be provided with high quality and on-going professional development. The main focus will be on Balanced Literacy, Content Area Reading and Writing Strategies, along with Effective Strategies and Structures for English Language Learners and Students with Disabilities.

An on-going comprehensive professional development program to support our teachers will be coordinated by the Instructional Team, which includes the principal, assistant principals, literacy coach, English Language Learner and Students with Disabilities Coordinators, paraprofessionals as well as teachers from each small learning community. This team will continue to work together to combine ideas on effective planning and strategies for improving instruction and providing students with the optimal learning environment to promote academic achievement.

Seth Low's School Support Organization, The Center for Educational Innovation-PEA will provide extensive support and workshops to administrators, coaches, coordinators, teachers and the parent coordinator. Additionally, The Bi-lingual Education Technical Assistance Center will also provide teachers with professional opportunities to learn how to utilize the NYSESLAT data to drive instruction.

Intermediate School 96 has formed an alliance with the United Federation of Teachers providing an on-site teacher center to ensure sufficient professional development opportunities for teachers and paraprofessionals. The teachers will also be given the opportunity to attend professional development workshops offered off-site provided by diverse and expert facilitators.

We will continue to differentiate professional development through common preparation periods which are scheduled weekly on each grade level and/or subject areas. In addition, teachers meet for one fifty-minute monthly after-school session where inter-disciplinary teams articulate, share ideas, monitor and develop strategies to plan effective action plans to foster academic achievement and an optimal learning environment for all students.

The parent coordinator organizes along with administrators, teachers and several community-based organizations, to provide workshops and many outreach opportunities for parents. Seth Low Intermediate School 96 host a beginning of the school year orientation for students of grades six, seven and eight and their parents. There is an active Parent-Teacher Association and parents assume leadership roles as part of the School Leadership Team.

The school's partnership with community-based organizations allows Seth Low to offer an array of opportunities for parents. Beacon provides English as a Second Language, G.E.D. and recreational classes. Twenty-First Century, a five-year grant program, which encompasses The Leadership Program, Counseling in Schools and the National Network Creative Connection, facilitates ten mandated parent workshops each year. Several workshops are being proposed that will provide parenting tips on effective communication skills to foster successful relationships with adolescents, Gang Awareness and Life Skills.

Weekly guidance is provided by the parent coordinator to help parents access and understand data that is related to their child. The mandated video presentation on program selection for parents of newly admitted English Language Learners is viewed and discussed with parents regularly.

The goal of Seth Low Intermediate School 96 is to provide high-quality and flexible ongoing professional development that will enable all children in the School wide Program to meet the State's student academic standards.

##### 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Outreach to local universities and colleges

- Recruitment at NYC DOE sponsored job fairs
- Review of Open-market transfer applicants
- Hiring of teaching fellows candidates

6. Strategies to increase parental involvement through means such as family literacy services.

- **We encourage all parents to work as partners with the school community in the education of their children. The Parent Involvement Program is focused on enhancing student academic achievement and social development. IS 96 and parents work collaboratively to take ownership in the development of children, lending their time, commitment and expertise, so that all children will succeed.**
- **We have an open door policy for parents. We continue to communicate this to the parents on an ongoing basis by correspondence, school-wide postings as well as the School Leadership Team and PTA meetings.**
- **We have a responsive Parent Coordinator, along with school secretaries, safety officers and a staff who are trained to work with parents and encourage parent involvement.**
- **Parent Workshops are provided in literacy, math, study skills, computer technology, Helping with Homework, test taking skills and strategies to assist parents with their children at home. Our Parent Coordinator works with parents and makes every effort to keep parents involved and informed on a daily basis.**
- **Offering translation services during school events.**
- **Translated notices.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Seth low has active teacher participation both in the Inquiry Team as well as the School's Leadership Team. Teachers meet on a weekly basis as an Instructional Team to discuss their "core" students and how as educators they can improve the achievement of individual students.
- Ongoing professional development to facilitate staff competencies in looking at data and how to use data to drive instruction, using Acuity and ARIS databases.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Seth Low offers a wide variety of assistance for struggling students; the SBST with the assistance of the Special Education Coordinator conduct B.I.P.'s and F.B.A.'s as needed. The guidance counselors are available to see students that are "At-Risk" as well as their mandated cases. The A.I.S. teachers are using programs such as Jamestown Reading Navigator & Renzulli Learning to identify and hone specific skills that will help students master proficient or advanced levels of academic achievement.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- **Guidance counselors, student intervention teachers and SAPIS Youth Development Counselor participation in the Respect for All initiative.**
- **Temporary housing students identified via the distribution and collection of McKinney-Vento surveys.**
- **Level I Vocational Assessments completed by students with disabilities, their parent and respective teachers. Results are used for transitional planning for students with disabilities.**
- **Extended Day Violence Prevention grant used to provide character education and enrichment programs for students.**

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Instructional Team of Seth Low Intermediate School 96 conducted many formal and informal classroom observations during the 2008-2009 school year and found this issue to be relevant to our school's educational program. In addition, throughout the school year administrators collected lesson plans and met with teachers to discuss the presence or absence of differentiated learning strategies and various approaches in their instruction. Teachers of English Language Arts met weekly to discuss areas of need and share ideas on differentiated learning. Valuable feedback was also provided to the school staff from the Lead Reviewer during our 2008-2009 School Quality Review.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Instructional Team recorded data on various aspects of teacher instruction in the English Language Arts classroom using focused checklists and rubrics that supports this finding. It was observed that disproportionately lessons were more teacher-directed most of the time. Additionally, students were found to do a large percentage of individual seatwork working on worksheets or out of textbooks.

The School Empowerment Network Team also conducted periodic classroom observations of English Language Arts teachers. Seth Low Intermediate School 96 was provided information from the Network Team and the School Quality Review Lead Reviewer that reinforced

the earlier findings. The feedback helped to inform the Instructional Team on specific areas of strength and weaknesses in the English Language Arts classroom. All teachers were provided with feedback and suggestions to improve their delivery of instruction. Professional development opportunities were planned for teachers, by the Instructional Team to build on particular strengths and address the areas of weakness.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Seth Low Intermediate School will address the relevant issues by;

Using the Balanced Literacy approach as a dominant structure in the English Language Classroom

Provide a survey to the Literacy teachers so they can inform the Instructional Team of their viewed areas of strength and weaknesses and suggest topics in Differentiated Instruction that they would like additional support in.

Provide teachers with more opportunities for professional development in differentiated instruction, multiple intelligences, flexible grouping and data driven instruction.

Develop in-depth unit plans that provide clear objectives aligned with the state standards that highlight what students should know and be able to do.

Intra and Inter-visitations into model English Language Arts classrooms to view best practices

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During SY 2008-09, each respective grade's math teachers received pre/post March performance indicators based on the content strands. Respective grade math teachers collaborated and devised differentiated instructional strategies by connecting the process strands to the content strands. In all grades, supplemental materials including self-made assessments, texts (New York Math Connects) and workbooks were also used.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on three (3)-year trends (2007-2009) derived from NYS Math exam scores, movement across Levels 1 to 2 and 2 to 3 shows alignment of instruction to the process strands at all grade levels.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Instructional Team of Seth Low Intermediate School 96 conducted many formal and informal classroom observations during the 2008-2009 school year and found this issue to be relevant to our school's educational program. In addition, throughout the school year

administrators collected lesson plans and met with teachers to discuss the presence or absence of differentiated learning strategies and various approaches in their instruction. Teachers of English Language Arts met weekly to discuss areas of need and share ideas on differentiated learning. Valuable feedback was also provided to the school staff from the Lead Reviewer during our 2008-2009 School Quality Review.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Instructional Team recorded data on various aspects of teacher instruction in the English Language Arts classroom using focused checklists and rubrics that supports this finding. It was observed that disproportionately lessons were more teacher-directed most of the time. Additionally, students were found to do a large percentage of individual seatwork working on worksheets or out of textbooks.

The School Empowerment Network Team also conducted periodic classroom observations of English Language Arts teachers. Seth Low Intermediate School 96 was provided information from the Network Team and the School Quality Review Lead Reviewer that reinforced the earlier findings. The feedback helped to inform the Instructional Team on specific areas of strength and weaknesses in the English Language Arts classroom. All teachers were provided with feedback and suggestions to improve their delivery of instruction. Professional development opportunities were planned for teachers, by the Instructional Team to build on particular strengths and address the areas of weakness.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Seth Low Intermediate School will address the relevant issues by;

Using the Balanced Literacy approach as a dominant structure in the English Language Classroom

Provide a survey to the Literacy teachers so they can inform the Instructional Team of their viewed areas of strength and weaknesses and suggest topics in Differentiated Instruction that they would like additional support in.

Provide teachers with more opportunities for professional development in differentiated instruction, multiple intelligences, flexible grouping and data driven instruction.

Develop in-depth unit plans that provide clear objectives aligned with the state standards that highlight what students should know and be able to do.

Intra and Inter-visitations into model English Language Arts classrooms to view best practices

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During SY 2008-09, respective grade math teachers collaborated as a team devising lessons (i.e. finding the circumference; volume) incorporating manipulatives. In addition, math teachers used overhead projectors, Smartboards and laptops with their classes; calculators were also used.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There is a high use of support materials in the math classrooms. Students are actively engaged in problem solving using calculators, the overhead projector and Smartboard. In addition, students receive the necessary supplies (i.e. graph paper; protractors) from their teachers.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

N/A

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Interview of teachers of various subject areas demonstrated that they were not aware of the Qtel program. During Instructional Team Meetings teachers also expressed their concern about the lack of Professional Development opportunities for English Language Learners.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Interview of teachers of various subject areas demonstrated that they were not aware of the Qtel program. During Instructional Team Meetings teachers also expressed their concern about the lack of Professional Development opportunities for English Language Learners. ELL assessment data (NYSELSLAT periodic assessments) are reviewed by ELL teachers, but do not reach a large audience in the building.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The content area teachers are struggling to address the needs of the ELL population. Professional development is being provided for using ELL data to drive instruction that meets their individual needs.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The content area teachers are struggling to address the needs of the ELL population. Professional development is being provided for using ELL data to drive instruction that meets their individual needs.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year, general education teachers in conjunction with special education teachers and administrators, worked closely to discuss supports required for I.E.P driven students. This process included staff development, 408 Plan ( distribution of I.E.P's to all general education teachers), and behavioral intervention plan supports required for all students with behavioral management needs

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Staff Development (I.E.P training, Functional Behavioral Assessments/Behavioral Intervention Plans), 408 Plan Distribution of I.E.P's to all general education teachers, and required use of SOPM (Standard Operating Procedures Manual for Special Education).

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All students who have an I.E.P must meet performance objectives in their respective classes. Special Education teachers have a checklist of required grade level performance objectives for Math/English curriculum. In conjunction with general education teachers, students are deemed modified promotional criteria if a certain percentage of performance objectives are not met. Classroom accommodation / modification are implemented for those students who have behavioral management needs. Functional Behavioral Assessments including measurable charts and graphs of ongoing management needs are kept by all staff members working with students with behavioral issues

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- FBA's/BIP's- given to all staff members working with students with behavioral needs.
- Checklist of performance goals in Math/English for determining modified or standard criteria.
- Collaboration between general education and special education teachers determining classroom accommodations based on individual needs.
- Implementation of SOPM (Standard Operation Procedures Manual for Special Education students).

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
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2. Please describe the services you are planning to provide to the STH population.
  - **School will provide information sheets-The Mckinney Vento Act Guide for parents**
  - **All new enrollees will be given the Residency Questionnaire Form to complete**
  - **Provision of free transportation, regardless of age and distance requirements.**
  - **Title I set-aside funds will be used primarily for educational services to ensure homeless children and youth progress academically. However, due to the different needs of the homeless population, Title I funds may be used to pay for emergency supplies such as uniforms, school supplies, books or even glasses. The list below highlights examples of how Title I funds may be used:**
    - **Academic programs and educational support services**
    - **Basic/emergency supplies**
    - **Outreach efforts to identify the STH population and help them**
    - **Counseling services**
    - **Parental involvement**
    - **Research based programs that benefit highly mobile students**

- **Intervention programs**

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.