



SETH LOW

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21K096

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: 96 **SCHOOL NAME:** Seth Low

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: Yolanda Rosado

PRINCIPAL: Denise Levinsky

UFT CHAPTER LEADER: Dani Kirshner

PARENTS' ASSOCIATION PRESIDENT: Rebecca Castaneda

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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 Kirshner	*UFT Chapter Chairperson or Designee	
Rebecca Castaneda	*PA/PTA President or Designated Co-President	
Rebecca Castaneda	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Vogel	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Len Danillo	Member/Parent	
Yolanda Rosado	Member/SLT Chairperson	
Helen Torres	Member/Teacher	
Sheldon Dempster	Member/Teacher	
Ann Kneeter	Member/UFT Paraprofessional	
Tami Flynn	Member/CSA	
Earl Leon	Member/Parent	
Steven Huntley	Member/Parent	

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

* Core (mandatory) SLT members.

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.

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 fall of 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, 2009-10 NYC DOE Progress Report Grade is a B.

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 academic intervention during the school day.

Seth Low Intermediate School has been invited to participate in the Computers for Youth initiative which provides desk top computers for the families of each sixth grader on register. Families, students and staff will receive ongoing education in the use of technology to enhance learning. This is a two year initiative.

Integrated Algebra and Earth Science Regents classes are offered to eligible students.

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. 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 chorus has performed each year at outside venues including The Fisher Building, during the holiday season.

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 21st Century Grant, three community based organizations. Counseling in Schools, Creative Connections and the Leadership program provide enriching after-school activities for our students, including Martial Arts, Literacy through the Arts and Yoga.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	I.S. 96			
District:	21	DBN #:	21K096	School BEDS Code: 332100010096

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					92.3	94.0	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.6	92.8	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	350	332	251	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	387	375	342		68.1	68.1	83.1		
Grade 8	388	393	407						
Grade 9	6	0	0	Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					8	9	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1132	1101	1003		54	80	37		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	67	64	71						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	53	59	49	Principal Suspensions	78	99	TBD
Number all others	40	35	38	Superintendent Suspensions	20	29	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	168	190	196	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	17	17	40	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	89	84	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	20	18	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	4	TBD
	0	0	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.3	.02	0.0	Percent more than two years teaching in this school	80.9	82.1	TBD
Black or African American	16.1	17.8	16.6	Percent more than five years teaching anywhere	64.0	71.4	TBD
Hispanic or Latino	19.2	19.3	21.6				
Asian or Native Hawaiian/Other Pacific Isl.	32.8	34.1	35.2	Percent Masters Degree or higher	85.0	85.0	TBD
White	31.7	28.5	26.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.7	82.4	TBD
Multi-racial							
Male	51.9	50.2	49.5				
Female	48.1	49.8	50.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	X	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-					
Other Groups							
Students with Disabilities	X	X	--				
Limited English Proficient	X	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	7	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	UPF
Overall Score	77.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	UPF
School Performance (Comprises 25% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	41.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	UPF
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

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

Category of All Students

All Levels	2008	2009	2010	Increase/Decrease
1	7.90%	3.60%	12%	8.4% Increase
2	23.50%	17.50%	38%	20.5% Increase
3	50.10%	58.70%	32%	26.7% Decrease
4	18.40%	20.20%	18%	2.2% Decrease

Category of English Language Learners

All Levels	2008	2009	2010	Increase/Decrease
1	15.30%	8.20%	16%	7.8% Increase
2	35.30%	24.20%	45%	20.8% Increase
3	44.10%	56.50%	29%	27.5% Decrease
4	5.30%	11.10%	10%	1.1% Decrease

Category of Students with Disabilities

All Levels	2008	2009	2010	Increase/Decrease
1	39.40%	19.30%	31%	11.7% Increase
2	44.40%	53.20%	59%	5.8% Increase
3	16.20%	27.50%	10%	17.5% Decrease
4	0.00%	0.00%	0%	N/A

Accomplishments:

- Exemplary proficiency gains shown in self-contained (ELA) student group (Progress Report, 2009-10)
- Exemplary proficiency gains shown in English Language Learners (ELA) student group achieving at 75th Growth Percentile or Higher (Progress Report, 2009-10)
- Exemplary proficiency gains shown in self-contained/CTT/SETSS (Math) student group achieving at 75th growth percentile or higher (Progress Report, 2009-10)

Aids:

- Organization of Professional Learning Communities (departmental and interdisciplinary; grade specific)
- Incorporation of Renzulli Learning Program in Grade 6 Social Studies classes: every 6th grade teacher (all content areas) received professional development in using program)
- Participation in Urban Advantage Science Literacy Program
- 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 student needs

Barriers:

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

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

- **During the 2010-2011 school year, there will be a 10% combined increase across all performance levels 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 2010-2011 school year, there will be a 10% combined increase from across all performance levels 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 2010-2011 school year, there will be a 10% 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 2010-2011 school year, there will be a 10% 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 2010-2011 school year, there will be a 10% 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 2010-11 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, PLA, 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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, there will be a 10% 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.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students with disabilities Responsible Staff: Certified Special Education teachers</p> <ul style="list-style-type: none"> • Using performance indicators as well as formal and informal assessments to generate differentiation of instruction as well as developing of IEP goals • Study skills twice a week for remediation of reading comprehension skills as well as the writing process • Small group instruction • Administration of “mock” NYS ELA Exam prior to Spring 2011 testing <p>Target Population: All teachers Responsible Staff: Assistant Principals, Literacy Coach, Professional development consultants</p> <ul style="list-style-type: none"> • Instructional team meetings once a week • Professional Learning Community/Inquiry meetings 3x/month (departmental); every 4th week, grade (interdisciplinary) PLC meeting • Continuous use of item skill analysis to drive differentiated instruction • Departmental professional development twice a month • Collaboration amongst teachers to provide literacy across the content areas • Intra-visitations to model classrooms to view best practices <p>*Implementation timeline – September 2010 – June 2011</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Weekly Instructional Team Meetings: Tax Levy Fair Student Funding • Academic Intervention Materials: NYSTL Software • Technology Integration into Classrooms: NYSTL Hardware • Literacy Coach: C4E Funding • Professional Development Consultants: Title I 10% set aside
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • New York State ELA • Acuity Assessments-three (3) times during the school year: 1 Predictive; 2 ITA's • ARIS-Aligned with all data available • 6 week interval benchmark assessments (Formative) • NYSTART-continually throughout the year • Progress Reports-quarterly • Teacher Observation and formal classroom progress reports on each child • Daily classroom observations by Assistant Principals • Portfolio Assessment-continually throughout the year • Midterm assessment per grade (Summative) • WRAP assessments 3 times a year

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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, there will be a 10% 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</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: English Language Learners Responsible Staff: All staff</p> <ul style="list-style-type: none"> • Use of formal and informal assessment data to facilitate differentiation throughout the content areas • Peer tutoring • Title III after school program (collaborative teaching with a certified ESL teacher and a certified ELA teacher)-Pending funding • Small group Literacy instruction with certified Reading specialists • Administration of “mock” NYS ELA Exam prior to Spring 2011 testing <p>Target Population: All teachers Responsible Staff: Assistant Principal’s, Literacy Coach, Professional development consultants</p> <ul style="list-style-type: none"> • Instructional team meetings once a week • Departmental professional development twice a month • Professional Learning Community/Inquiry meetings 3x/month (departmental); every 4th week, grade (interdisciplinary) PLC meeting • Jose P. training throughout the year • Continuous use of item skill analysis to drive differentiated instruction

	<ul style="list-style-type: none"> • Intra-visitations to model classrooms to view best practices <p>*Implementation timeline – September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • ELL consultant from P.S.O. network-TL Children’s First Network Support • Ongoing differentiated instruction P.D. for Social Studies teachers on ESL methodology-Title I 10% set-aside • Title III After School Program-Title III (pending funding)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • New York State ELA • Acuity Assessments-three (3) times during the school year; 1 Predictive; 3 ITA’s • ARIS aligned with all data available • 6 week interval benchmark assessments (Formative) • NYSTART-continually throughout the year • Progress Reports-quarterly • Teacher Observation and classroom formal progress reports on each child • Daily classroom observations by Assistant Principal’s • Portfolio Assessment-continually throughout the year • Midterm assessment per grade (Summative) • WRAP assessments 3 times a year

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 Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-2011 school year, there will be a 10% combined increase from Beginner to Intermediate and Intermediate to Advanced for English Language Learners on the writing modality of the NYSESLAT exam in order to meet or exceed Safe Harbor for English Language Arts on the state report card.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: ELL students Responsible Staff: Staff</p> <ul style="list-style-type: none"> • Use of formal and informal assessment data to facilitate differentiation throughout the content areas • Peer tutoring • Title III after school collaborative English/ELL program (pending) • Small group Literacy instruction with certified Reading specialists • Administration of “mock” NYSESLAT Exam prior to Spring 2011 testing • Implementation of a “Welcome class” to help emerging English Language Learners <p>Target Population: All teachers Responsible Staff: Assistant Principals, Literacy Coach, Professional development consultants</p> <ul style="list-style-type: none"> • Instructional team meetings once a week • Departmental professional development twice a month • Professional Learning Community/Inquiry meetings 3x/month (departmental); every 4th week, grade (interdisciplinary) PLC meeting • Jose P. training throughout the year • Continuous use of item skill analysis to drive differentiated instruction • Collaboration amongst teachers to provide literacy across the content areas

	<ul style="list-style-type: none"> • Intra-visitations to model classrooms to view best practices <p>*Implementation timeline – September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • After School Per Session/OTPS: Title III (pending) • Textbooks: NYSTL • C4E-Leadership Coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • New York State ELA • New York State NYSESLAT • 6 week interval benchmark assessments (formative) • 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 formal classroom progress reports on each child • Daily classroom observations by Assistant Principals • Portfolio Assessment-continually throughout the year • WRAP assessments 3 times a year

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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, there will be a 10% 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.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: English language learners Responsible Staff: All staff</p> <ul style="list-style-type: none"> • Using formal and informal assessment data to facilitate differentiation throughout the content areas • Peer tutoring • Title III after-school program (collaborative teaching with a certified ESL teacher and a certified Math teacher)-pending • small group literacy instruction with certified Reading specialists • administration of “mock” NYS Math Exam prior to Spring 2011 testing <p>Target Population: All teachers Responsible Staff: Assistant Principals; Literacy Coach; Professional development consultants</p> <ul style="list-style-type: none"> • grade specific instructional team meetings once a week • continuous use of item skill analysis to drive differentiated instruction • Professional Learning Community/Inquiry meetings 3x/month (departmental);

	<p>every 4th week, grade (interdisciplinary) PLC meeting</p> <ul style="list-style-type: none"> • collaboration among teachers to provide literacy across the content areas • intra-visitations to model classrooms to view best practices • ELL consultant from PSO network • ongoing differentiated instruction P.D. for content area teachers on ESL methodology <p>Target Population: Parents</p> <p>Responsible Staff: Assistant Principals; teachers; guidance counselors; parent coordinator</p> <ul style="list-style-type: none"> • Parent orientation-all grades; September 2010 • Parent Teacher conferences-Fall 2010 & Spring 2011 • Family Math Night • School Leadership team meetings • PTA Meetings • Family Science Night <p>*Implementation timeline – September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • After School Program: Title III(pending) • Parent Involvement: Supplies, Non-Contractual Services: Title I/Title I ARRA 1% set aside • C4E: Leadership Coach • Supplementary Instructional Materials: NYSTL Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • New York State Math Exam • 6 week interval benchmark assessments (formative) • Acuity Assessments- three times during the school year: 1 Predictive; 2 ITAs • ARIS- aligned with all data available • NYSTART- continually throughout the year • Progress Report- quarterly • Teacher observation and formal ,classroom progress reports on each child • Daily classroom observations by Assistant Principals • Portfolio Assessment- continually throughout the year • Midterm summative assessment per grade

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): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-2011 school year, there will be a 10% 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>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Target Population:</u> Students with Disabilities <u>Responsible Staff:</u> certified Special Education teachers</p> <ul style="list-style-type: none"> • using formal and informal assessment data to facilitate differentiated instruction throughout the content areas • study skills twice a week for remediation of verbal/multi-step problem solving • math enrichment classes; 1-2 periods a week to provide additional remediation of basic skills • small group instruction • administration of “mock” NYS Math Exam prior to Spring 2011 testing <p><u>Target Population:</u> Special Education teachers <u>Responsible Staff:</u> Assistant Principals; Professional development consultants</p> <ul style="list-style-type: none"> • grade specific instructional team meetings once a week • continuous use of item skill analysis to drive differentiated instruction • Professional Learning Community/Inquiry meetings 3x/month (departmental); every 4th week, grade (interdisciplinary) PLC meeting • collaboration among teachers to provide literacy across the content areas • intra-visitations to model classrooms to view best practices <p><u>Target Population:</u> Parents <u>Responsible Staff:</u> Assistant Principals; teachers; guidance counselors; parent coordinator</p> <ul style="list-style-type: none"> • Parent orientation-all grades; September 2010

	<ul style="list-style-type: none"> • Parent Teacher conferences-Fall 2010 & Spring 2011 • Family Math Night • School Leadership team meetings • PTA Meetings • Family Science Night <p>*Implementation timeline – September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Parent Involvement Supplies/Non-Contractual Services: Title I/Title I ARRA 1% set aside • Textbooks: NYSTL Funding • Professional Development Consultants-Title I
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • New York State Math Exam • 6 week interval benchmark assessments (formative) • Acuity Assessments- three (3) times during the school year: 1 Predictive; 2 ITAs • ARIS- aligned with all data available • NYSTART- continually throughout the year • Progress Report- quarterly • Teacher observation and formal classroom progress reports on each child • Daily classroom observations by Assistant Principals • Portfolio Assessment- continually throughout the year • Midterm summative assessment per grade

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	83	39	61	9	0	1	11
7	100	141	56	69	20	0	3	7
8	87	179	82	99	16	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)	Description: Provide a brief description of each 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.).
<p>ELA:</p> <ol style="list-style-type: none"> 1. Small Group Instruction 2. Literacy/CTT/SETSS Teachers 3. ESL 4. Renzulli 5. 21st Century 6. Computers for Youth (NYC Connected Learning Program) 7. Urban Advantage 8. Classroom Inc. 	<ol style="list-style-type: none"> 1. One-to-one and small group differentiated instruction during teachers’ professional activity periods. 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 2. Push-in and pull out model of reading Academic Intervention Services, during the school day 3. 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 4. 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 5. Before/after school and/or Saturday Academy intervention and supplemental academic program. 6. Grade 6 initiative designed to foster educational outcomes through the creation of a rich home learning environment; each 6th grade student/family will receive a free home desk-top computer with pre-loaded educational software and a discount on monthly internet service. 7. Partnership between NYCDOE and cultural institutions (i.e. American Museum of Natural History, Brooklyn Botanical Gardens) which encourages students to use literacy skills in exploring science and social studies content areas. 8. Interactive literacy and inquiry based program that utilizes computer technology to engage students and enhance academic performance.
<p>Mathematics:</p> <ol style="list-style-type: none"> 1. Small Group Instruction 2. Enrichment/CTT/SETSS Teachers 3. ESL 4. 21st Century 5. Computers for Youth (NYC Connected Learning Program) 	<ol style="list-style-type: none"> 1. One-to-one and small group differentiated instruction during teachers’ professional activity periods 2. Push-in and pull-out model of math AIS during school day 3. 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. 4. Before/after school and/or Saturday Academy intervention and supplemental academic program. 5. Grade 6 initiative designed to foster educational outcomes through the creation of a rich home learning environment; each 6th grade student/family will receive a free home desk-top computer with

	pre-loaded educational software and a discount on monthly internet service
Science: 1. Laboratory Period 2. Small Group Instruction 3. ESL 4. Urban Advantage 5. Computers for Youth (NYC Connected Learning Program) 6. Classroom Inc.	1. Provides additional instruction through hands-on activities focusing on NYS Intermediate Level Science Exam performance standards 2. One-to-one and small group differentiated instruction during teachers' professional activity periods 3. 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) 4. Partnership between NYCDOE and cultural institutions (i.e. American Museum of Natural History, Brooklyn Botanical Gardens) which enables students to explore past and present science-related events and phenomenon; students learn how to use the Scientific Method of Inquiry to investigate a scientific problem of their choice. 5. Grade 6 initiative designed to foster educational outcomes through the creation of a rich home learning environment; each 6th grade student/family will receive a free home desk-top computer with pre-loaded educational software and a discount on monthly internet service 6. Interactive literacy and inquiry based program that utilizes computer technology to engage students and enhance academic performance.
Social Studies: <ul style="list-style-type: none"> • Small Group Instruction • CTT/SETTS Teachers • ESL 	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. 2. Differentiate instruction occurs during the school day based on the students' data and needs. 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.
At-risk Services Provided by the Guidance Counselor:	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. At risk counseling provided for 8th grade holdovers; targeting social and academic issues related to being over age.+ These services are provided throughout the school day
At-risk Services Provided by the School Psychologist:	One to One counseling to address student's behavioral or social issues that may impact on academics Parent consultations and referrals to school, district and community programs Evaluations and recommendations for additional services or programs These services are provided throughout the school day

At-risk Services Provided by the Social Worker:	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.
At-risk Health-related Services:	Individual nursing assessment and prescribed treatment of students with documented medical conditions Conferences and consultations with parents and physicians regarding the diagnosis and progress of each student's medical condition

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

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

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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 6th and 7th 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.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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.

Section III. Title III Budget

School: 21K096 BEDS Code: 33210010096

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	23,947.20	Teacher per session rate of 480 hours. Four teachers allotted 120 hours at \$49.89 including fringe. 4X120=480

- Per diem		480X \$49.89=\$23,947.20
Purchased services - High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$10,860.80	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.
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	
Other	N/A	
TOTAL	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

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

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	698,701.00	389,066.00	1,087,767.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,987.01	3,891.00	10,878.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34935.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	69870.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____TBD_____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**SETH LOW INTERMEDIATE SCHOOL 96
2010-11
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: 21st 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.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**SETH LOW INTERMEDIATE SCHOOL 96
2010-11
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: 21st 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.

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.

Print Parent's Name

Parent's Signature

Student's Name and Class

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide 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.

2. Schoolwide 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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o 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 Schoolwide 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, para-

professionals 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.**

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are	Amount Contributed	Check (✓) in the left column below to verify that
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			586,909	X	7,8,11,13,14-23,26
Title I, Part A (ARRA)	Federal	X			385,175	X	14-23,26-31
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			4,033,798	X	7-31

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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.

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

APPENDIX 7: 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>

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 096 Seth Low					
District:	21	DBN:	21K096	School		332100010096

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.3	94.0	92.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.6	92.8	93.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	332	251	226	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	375	342	272		68.1	83.1	83.1
Grade 8	393	407	357				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	9	27
Grade 12	0	0	0				
Ungraded	1	3	0	Recent Immigrants - Total Number:			
Total	1101	1003	855	(As of October 31)	2007-08	2008-09	2009-10
					54	80	37

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	64	71	67	Principal Suspensions	78	99	163
# in Collaborative Team Teaching (CTT) Classes	59	49	42	Superintendent Suspensions	20	29	23
Number all others	35	38	36				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	190	196	TBD
# ELLs with IEPs	17	40	TBD
Number of Teachers	89	84	77
Number of Administrators and Other Professionals	20	18	10
Number of Educational Paraprofessionals	5	4	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	23	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	80.9	82.1	84.4
				% more than 5 years teaching anywhere	64.0	71.4	85.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	85.0	85.7
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	86.7	82.4	87.8
Black or African American	17.8	16.6	15.4				
Hispanic or Latino	19.3	21.6	25.0				
Asian or Native Hawaiian/Other Pacific	34.1	35.2	35.0				
White	28.5	26.6	24.6				
Male	50.2	49.5	51.8				
Female	49.8	50.5	48.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-			
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial	-	-				
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	46.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	4.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	31.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEA 21	District 21	School Number 096	School Name I.S. 96 Seth Low
Principal Denise Sandra Levinsky		Assistant Principal Tami Flynn	
Coach Cynthia Sow		Coach	
Teacher/Subject Area Sokol Muja, ESL		Guidance Counselor Kinyetta Hunter	
Teacher/Subject Area JoAnn Abreu, ELA		Parent	
Teacher/Subject Area		Parent Coordinator Denise McClain	
Related Service Provider		Other Dawn Hadley, ELL Coordinator	
Network Leader Nancy Ramos		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	855	Total Number of ELLs	182	ELLs as Share of Total Student Population (%)	21.29%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

- New Entrants to IS 96 who are first time entrants into the New York City Public School system are interviewed and administered the Home Language Identification Form (HLIS) upon enrollment. The ELL Coordinator conducts the 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 using 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 their child's LAB-R score he/she is entitled to receive support services. Attached to the entitlement forms are Parent Program Selection Forms. Parents are invited to a parent orientation meeting where they will view a parent video explaining the choices of programs offered in the New York City Public Schools. The ELL Coordinator and Parent Coordinator host these orientations. After viewing the video and all questions are answered, parents select their program choice. Orientations are held within the first days of the students being enrolled in the school. The ELL and Parent Coordinators reach out to parents to ensure that all program selection forms are returned.
- Entitlement letters and Parent Survey and Program Selections Forms are backpacked with the students as well as mailed to the home. The ELL and Parent Coordinator reach out to parents to ensure that all forms are returned and kept on file in the school.
- All identified ELL students are placed in the program choice of the parents or the program offered at the school. Parents who choose a program not offered at the school are provided with the option to transfer to a school offering that particular program. All communication is in the parent's native language.
- After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choice has been Freestanding English as a Second Language. 99% of the parents have selected ESL.
- The program model at IS 96 is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

Total	0	0	0	0	0	0	3	3	4	0	0	0	0	10
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B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	182	Newcomers (ELLs receiving service 0-3 years)	110	Special Education	36
SIFE	11	ELLs receiving service 4-6 years	48	Long-Term (completed 6 years)	24

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	110	8	6	48	3	18	24	0	12	182
Total	110	8	6	48	3	18	24	0	12	182

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	10	13					40
Chinese							18	26	36					80
Russian							2	5	14					21
Bengali							1	0	0					1
Urdu							3	3	4					10
Arabic							4	1	4					9
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	1					1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian							2	3	2					7
Other							1	4	8					13
TOTAL	0	0	0	0	0	0	48	52	82	0	0	0	0	182

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. IS 96 implements a Freestanding ESL Program using a pull -out organizational model. Students from two to three classes on each grade are grouped together homogeneously based on proficiency levels achieved on the NYSESLAT Exam.
2. The ELL Coordinator and ESL teachers review all data from the LAB-R or NYSESLAT Exam and identify each student's proficiency level to ensure that the mandated instructional minutes are provided. As per CR-Part 154 beginner and intermediate ELL students receive 360 minutes of ESL instruction per week. ELA classes are parallel on each grade wch allows ESL teachers to pull the ELL students during regular ELA instruction. Advanced ELL students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction as reruired under CR-Part 154. Advanced students are pulled for ESL during talent pool classes.
3. Content area instruction is delivered in English using ESL methodologies and instructional strategies. Instruction is aligned with ESL, NLA, and ELA standards. To assist in making content more comprehensible ELL students are provided with bilingual dictionaries. Ell students are also paired up with other students who speak the same language, a "buddy" in which they work collaboratively with in all content area classes.
4. Differentiation of instruction for all ELL subgroups includes: embedding definitions and language in content, real world artifacts to support comprehension, drawing on students' backgrounds to activate prior knowledge and modification of teacher voice (i.e. slower speech, careful choice of words and expressions).
 - a.) SIFE students: Content area and ESL teachers meet and conference about individual needs of the students. Students who appear to be falling far behind are referred to the School Assessment Team for evaluation.
 - b.) Newcomers (0-3 years): Use of the workshop model and cooperative learning to pair the various levels that are associated with beginner ELL students. IS 96 has created a "welcome class" for newcomers. Students are placed in a self contained class which focuses on English language acquisition. This class is used as a transitional class to help the students adjust to middle school. Students are assessed regularly to determine mainstreaming into a regular grade appropriate class. ELL teachers work collaboratively with content area teachers to scaffold instruction.
 - c.) ELL students receiving 4-6 years of service: Use of adapted literature to ensure authentic and high quality reading. Content area

teachers participate in weekly professional learning community meetings and conference with ESL teachers to scaffold subject area instruction to ensure that ELL students meet the standards in all core subjects.

d.) Long Term ELL students: Use of adapted literature to ensure authentic and high quality reading. Content area teachers and ESL teachers participate in weekly professional community meetings to discuss strategies and scaffolding of instruction. Long term ELL students are the focus of several Teacher Inquiry Teams, where the needs of the students are identified and assessed. Teachers monitor and refer as needed to the School Assessment Team.

e.) ELL (Identified as having special needs): The students' needs are addressed and reflective of their IEP madates.

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

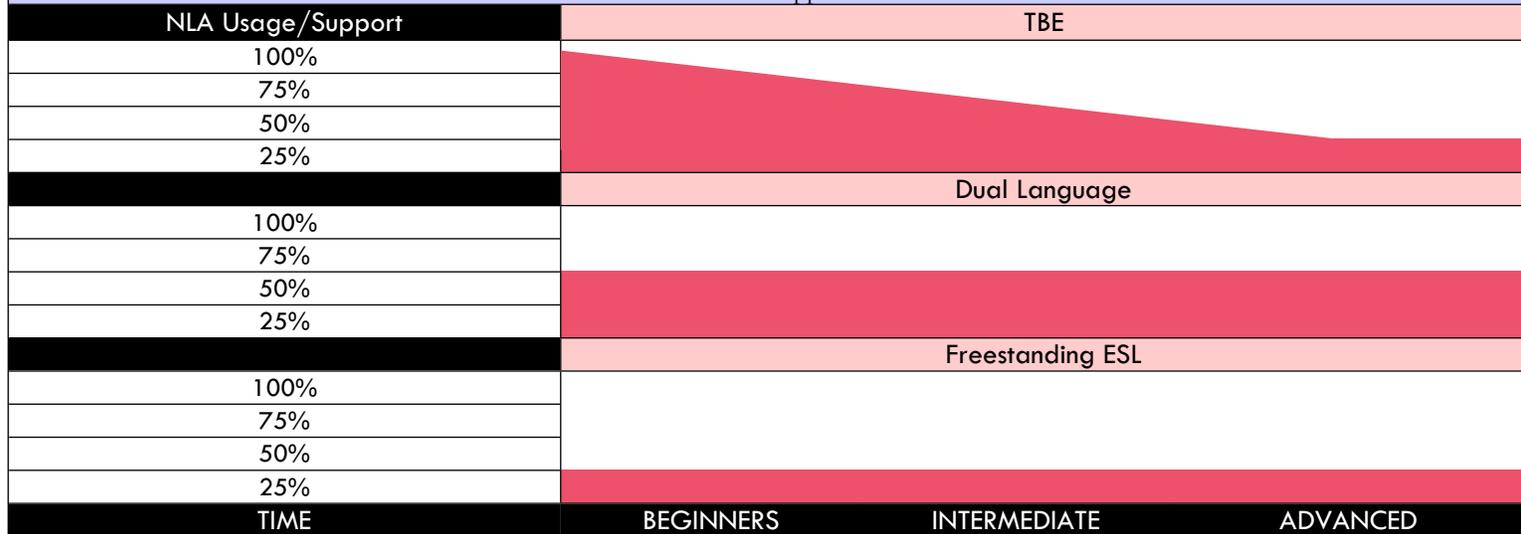
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language 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.



B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs for ELL students in ELA, Math and other content areas include the following :

- * Academic Intervention Services in ELA and Math
- * Renzulli Learning online program used in Social Studies and Science classes
- * Small group instruction for long term ELL students addressing the deficient proficiency levels on the NYSESLAT Exam.
- * Title III after school program using a co-teaching format, one ESL teacher and ELA teacher with a focus on reading and writing.

6. Transitional ELL students (2 years) are provided with 2-3 periods per week of supplementary reading instruction to support the transition into a full ELA program. These students are also provided with ELL test modifications for the first 2 years after testing proficient on the NYSESLAT Exam.
7. For the upcoming school year, IS 96 will explore various intervention programs to assess what will benefit the students of Seth Low. One program, Achieve 3000 will be incorporated at the conclusion of a technology upgrade.
8. No programs will be discontinued at this time.
9. All ELL students are invited to attend all after school programs which include: FIAO Beacon, CHAMPS and 21st Century, which offer various outlets for ELL students.
10. The instructional materials used to support ELL students include: Inside Book Series, Milestones (green, red, blue and purple), SMARTboards, lap tops, adapted novels and native language glossaries.
11. Native Language Support in the ESL program includes the use of native language glossaries, peer to peer support within the class and classroom libraries that contain novels of various native languages.
12. Services support correspond to ELL students ages and grade levels.
13. Summer orientations are held each August to welcome and assist newly enrolled ELL students. At these orientations these students meet various staff members and are introduced to the school environment through walk through tours.
14. Language Electives offered to ELL students include Spanish and Italian.

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

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

1. This year the staff will be provided with intensive professional development with a focus on Differentiated Instruction, Writing, and Effective Strategies for English Language Learners such as, schema building, contextualization and modeling. Professional development will be ongoing and 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 professional learning community. This team will work together throughout the school year to combine ideas on effective planning and strategies to provide students with an optimal learning environment for academic achievement.

The Center for Educational Innovation-PEA will provide extensive support and workshops on site. Consultants will work with teachers to improve instruction and set goals for ELL students using rubrics adapted from NYS ESL Standards. Consultants will also work closely with school administrators offering support on various levels.

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 outside of the school building, 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 ensure the academic success of this student population.

This year's workshops will include topics such as:

- * Scaffolding of Instruction
- * Types of English Language Learners
- * Differentiated Instruction for English Language Learners
- * Examining the Strands of the NYSESLAT Exam
- * Differentiating Writing
- * Differentiating Reading
- * Using Rubrics to monitor the progress of English Language Learners.

2. 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 provided by the guidance counselor 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.

3. All teachers will be provided the opportunity to receive 7.5 hours of comprehensive Jose P. training during full day professional development days, weekly common preparation periods as well as 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 a sample agenda for a full day workshop below.

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.

IX. Evaluation

E. Parental Involvement

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

1. All parents are encouraged to join the PTA. All parents are invited to attend monthly PTA meetings. The Parent Coordinator holds workshops throughout the school year that ELL parents are invited to.
2. IS 96 partners with FIAO, A Community Based Organization within the school building and provides free ESI classes in the evening for ELL parents.
3. IS 96 evaluates the needs of ELL parents through various surveys distributed in native languages by the parent coordinator during workshops, school meetings and parent teacher conferences. The Parent Coordinator then works with the administration to ensure that needs are addressed. The Parent Coordinator also plans and holds ELL Parent Workshops throughout the school year reflective of the needs of the parents.

Sample topics for the upcoming school year include:

- * Introduction to the ESL program
- * Preparation for standardized exams.
- * NYS Promotional Criteria: Meeting the Standards in each grade.

4. Parental involvement activities (i.e. PTA meetings or parent workshops) are geared toward the needs of ELL parents whenever possible.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	6	12					24
Intermediate(I)							10	19	32					61
Advanced (A)							27	21	21					69
Total	0	0	0	0	0	0	43	46	65	0	0	0	0	154

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							5	2	1				
	I							6	20	11				
	A							22	16	32				

	P							10	8	21				
READING/ WRITING	B							6	18	12				
	I							10	7	32				
	A							27	21	21				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	17	2	0	33
7	17	11	0	0	28
8	44	13	2	0	59
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	2	19	5	8	4	3	2	44
7	6	3	18	3	5	8	2	2	47
8	11	11	15	9	11	8	4	1	70
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	20	6	30	2	29	3	2	2	94
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	36	6	29	10	11	4	1	2	99
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. The ESL teachers will be using W.R.A.P. kits for initial and periodic assessments. The outcomes from these assessments will determine the literacy skills and reading level (Fountas and Pinnell) for each student. Teachers will also use this data to drive instruction in the classrooms. The data will help teachers create small group instruction which lends itself to guided practice and leveling of classroom libraries.

2. Data patterns across proficiency levels reveal that the majority of ELL students in grades 7 & 8 are scoring in the beginning and intermediate levels. 6th grade students are performing better on the NYSESLAT with the majority scoring at the advanced level of proficiency. More than half of the 7th and 8th grade students are scoring at the beginner and intermediate levels.

3. After reviewing the RNMR Report in ATS, it is evident that ELL students are faring better on the listening and speaking modalities as compared with the reading and writing modalities. No students scored at the proficient level for these two modalities. 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.

4. An analysis of the NYS ELA exam indicates the following for ELL students:

- 59% of ELL students are performing at a Level 1
- 37% of ELL students are performing at a Level 2
- 4% of ELL students are performing at a Level 3
- 0 % of Ell students are performing at a Level 4

An analysis of the NYS Math exam indicates the following for ELL students:

- 21% of ELL students are performing at a Level 1
- 43% of ELL students are performing at a Level 2
- 27% of ELL students are performing at a Level 3
- 9% of ELL students are performing at a Level 4

The overall results indicate that ELL students are not meeting standards and their performance must improve all three grades. The ELL population has did not make gains from the 2009 NYS ELA Exam resulting in IS 97 not making safe harbor for the 2010 school year. As compared to the ELA ELL students are performing better in the NYS Math Exam. Not many students took the Math Exam in the native language. Very few Level 1 and Level 2 students took the exam in their native language. Still few, but more Level 3 and Level 4 students took the exam in their native language.

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. ESL teachers also review the data to drive instruction within the classroom.

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

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		