



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SETH LOW I.S. 96

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K096

PRINCIPAL: DENISE LEVINSKY EMAIL: DLEVINS@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Denise Levinsky	*Principal or Designee	
Dani Kirshner	*UFT Chapter Leader or Designee	
Clelia Nastasi	*PA/PTA President or Designated Co-President	
Maria Vogel	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Erin Lynch	Member/CSA	
Helen Torres	Member/UFT	
Yolanda Rosado	Member/Parent	
Mary Ingram	Member/Parent	
Nikki Blackman	Member/Parent	
Isabel Ching	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

During the 2011-2012 school year, there will be a 10% combined increase from Beginner to Intermediate and Intermediate to Advanced for English Language Learners on the reading and writing modalities of the NYSESLAT exam as evidenced by the RLAT and RNMR in order to meet or exceed Safe Harbor for English Language Arts on the state report card.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- After careful review of the RNMR, RLAT, RBEX, Title III and RYOS, it was determined that the Beginner and Intermediate ELL students will benefit from a more intensive and reflective approach to reading and writing. The students fair better on the speaking and listening modalities of the NYSESLAT and while we are aware of this, we are looking to level the discrepancies in the modalities to gauge true language acquisition and successful completion of the NYSESLAT exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) Timeline for implementation.

A) 1. Use of formative and summative assessment data to facilitate differentiation throughout the content areas.

2. Peer tutoring and same language 'Buddies'

3. Title III after school program: Collaborative teaching with a Highly Qualified ESL teacher and a Highly Qualified ELA teacher.

4. Small group literacy instruction with Highly Qualified Reading Specialist

5. Administration of "Mock" NYS ELA exam and NYSESLAT exam prior to Spring of 2012.

6. Use of Title III Immigrant funds to support newcomers and their parents transition into the NYCDOE public school system

7. Highly Qualified ESL teachers using the Push-In model for content areas

8. Use of Bilingual and native language novels and glossaries

9. Use of I-Learn and Achieve 3000

10. Saturday Academy

B) All staff will be responsible for the combined growth of ELL students in Reading and Writing.

Teachers will be supported by their Assistant Principals, literacy coach, fellow teachers and professional development consultants. Professional Learning Community; where the focus is looking at student work and teacher pedagogy which takes place once a week.

Instructional Cabinet: where the emphasis is on teacher effectiveness and creating a culture of learning.

Departmental meetings once a month

Jose P. training throughout the year

Intra-visitations to view best practices

Professional development plans per teacher to correspond with self-assessment strengths and weaknesses

- C) **Professional Learning Community; where the focus is looking at student work and teacher pedagogy which takes place once a week.**
Instructional Cabinet: where the emphasis is on teacher effectiveness and creating a culture of learning.
Departmental meetings once a month.
Intra-visitations to view best practices.
Professional development plans per teacher to correspond with self-assessment strengths and weaknesses.
Use of formative and summative assessment data to facilitate differentiation throughout the content areas.
Teacher created curriculum maps and rubrics and professional developments.
- D) **Implementation time line-September 2011-June 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; (E.g. Implementation of Skedula)
 - Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
 - Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- 100% of the ESL teachers and ELA teachers are Highly Qualified.
- Teachers are provided Professional Development to ensure that they are privy to the most current practices and research.
- For those teachers who are not Highly Qualified, i.e. Common Branch under Rule III; we seek additional teachers through recruitment fairs and work with Human Resources to enlist Highly Qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Title III funds are being allocated for ELL and New Immigrant students to ensure successful language and cultural acquisition.

- 21st Century Community Learning Centers funded federally. Creation of community learning centers during non-school hours for students and their families, that provide A) Academic Outreach B) Positive Youth Development and C) Parent Literacy/Outreach
- Family workers are involved in Parental Engagement as is the UFT Teacher Center Coach and the Highly Qualified Reading Specialist

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

After School Per Session-Title III
 Saturday Academy-Title III Immigration
 OTPS (Achieve 3000)-FSF
 OTPS (Bilingual novels and glossaries)-Title III
 OTPS (Parent Involvement)-Title I set-aside

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

During the 2011-2012 school year, there will be a 10% increase in student progress across all performance levels, shown in the ability to read and analyze informational texts and write opinions and arguments in response in alignment with the Common Core Learning Standards.

Comprehensive needs assessment

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

In accordance with the City-Wide Expectations and after careful analysis of the trends from the results of the 2009, 2010 & 2011 ELA exams, it was determined that the students need guided work and explicit instruction on how to read and analyze informational texts and craft a well written opinion/argument to support their claim.-

Instructional strategies/activities

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

- A**
- 1. Use of formative and summative assessment data to facilitate differentiation throughout the content areas.**
 - 2. Small group literacy instruction with Highly Qualified Reading Specialist**

3. Administration of “Mock” NYS ELA exam
4. Highly Qualified ESL teachers using the Push-In model for content areas
5. Use of I-Learn and Achieve 3000
6. Saturday Academy
7. Careful breakdown of subgroups according to RESI to drive Inquiry work
8. Use of Write to Learn/Writing Matters to enhance the focus on quality writing.

B) All staff will be responsible for the progress shown across the performance levels as evidenced by the ELA exam.

Teachers will be supported by their Assistant Principals, literacy coach, fellow teachers and professional development consultants. Professional Learning Community; where the focus is looking at student work and teacher pedagogy which takes place once a week. Instructional Cabinet: where the emphasis is on teacher effectiveness and creating a culture of learning. Departmental meetings once a month Intra-visitations to view best practices Professional development plans per teacher to correspond with self-assessment strengths and weaknesses Teacher created curriculum maps and rubrics and professional developments.

C) Professional Learning Community; where the focus is looking at student work and teacher pedagogy which takes place once a week. Instructional Cabinet: where the emphasis is on teacher effectiveness and creating a culture of learning. Departmental meetings once a month. Intra-visitations to view best practices. Professional development plans per teacher to correspond with self-assessment strengths and weaknesses. Use of formative and summative assessment data to facilitate differentiation throughout the content areas. Teacher created curriculum maps and rubrics and professional developments.

D) Implementation time line-September 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
 - Translate all critical school documents and provide interpretation during meetings and events as needed;
 - Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress; (E.g. Implementation of Skedula)

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- 100% of the ELA teachers are Highly Qualified.
- Teachers are provided Professional Development to ensure that they are privy to the most current practices and research.
- For those teachers who are not Highly Qualified, i.e. Common Branch under Rule III; we seek additional teachers through recruitment fairs and work with Human Resources to enlist Highly Qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 21st Century Community Learning Centers funded federally. Creation of community learning centers during non-school hours for students and their families, that provide A) Academic Outreach B) Positive Youth Development and C) Parent Literacy/Outreach
- Family workers are involved in Parental Engagement as is the UFT Teacher Center Coach and the Highly Qualified Reading Specialist

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

After School Per Session-Title III
 Saturday Academy-Title III Immigration and FSF
 OTPS (Achieve 3000)-FSF
 OTPS (Parent Involvement)-Title I set-aside
 OTPS (Translation)-TI Translation Services

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

During the 2011-2012 school year, there will be a 10% combined increase from Level 1 to 2 and Level 2 to 3 for Black or African American students on the NYS Math Exam in order to meet or exceed Safe Harbor for Math on the NYS report card.

Comprehensive needs assessment

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

For SY 2010-2011, Seth Low I.S. 96 did not make AYP in Mathematics (NYS Report Card; Basic Category, NYSED Accountability Status, October 2011). The three (3)-year trend shows an increasing Effective AMO with an overall decreasing PI (among subgroups, i.e. African American; SWD; LEP). Aggregate performance over the last three years shows a decrease in the number of students scoring at or above PL 3. The CCLS focuses on Ratio and Proportional Relationships (grades 6 and 7) and Expressions and Equations (grade 8) as the domains to be addressed in raising the performance level of students.

Instructional strategies/activities

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

Project-based learning is the research-based instructional strategy that will be used to achieve this goal. It is inquiry-based, utilizes differentiated instructional approaches to student learning, and emphasizes the use of creative thinking, critical thinking, and information skills.

- 1. Use of formative and summative assessment data to facilitate differentiation throughout the content areas**
- 2. Integrate warm-up activities to review prerequisite skills and to gauge student mastery**
- 3. Incorporate “write to learn” strategy to identify areas of misunderstanding and gaps in understanding**
- 4. Assign application problems to gauge depth of understanding/concept mastery**
- 5. Incorporate multiple representations when introducing a new concept (i.e. manipulatives and models, real-life examples, technology, and symbolic representations**
- 6. Incorporate and emphasize real-life applications to increase student interest/motivation**
- 7. Use of sequencing of instructional skills: breaking down of the task, fading of prompts or cues, sequencing short activities**
- 8. Incorporation of learning centers/stations in the math classrooms for both reinforcement of basic skills and enrichment**
- 9. Use of vocabulary folders**
- 10. Focus groups of students (5/teacher) addressed during collaborative inquiry meetings 1/week; student progress based on formative/benchmark assessments monitored**
- 11. Extended Day (AIS): small group instruction re: math skills intervention and test-taking strategies; 100 min/wk**
- 12. Collaborative Team Teaching with highly-qualified Math teachers (Gen. Ed. and Spec. Ed)**
- 13. Math enrichment classes; 1 period/week to provide additional remediation of basic skills**

14. Small group instruction: one-to-one and small group differentiated instruction during teachers' professional activity periods
15. Incorporation of Salvadori Center principles (logic of architecture and engineering re: urban landscape) into daily lessons
16. Differentiation of Instruction aligned with CCLS in Mathematics (CFN 533 PD Workshops)
17. Use of Computers for Youth (CFY) – Connected Learning Program
18. Use of ilearn Aventa Program (multi-level Math content)
19. Saturday academy for students

B) All staff will be responsible for the combined growth of Black or African American students in meeting or exceeding the Common Core Learning Standards in Mathematics.

1. Teachers will be supported by their Assistant Principals, UFT Resource Center Liaison, fellow teachers and professional development consultants
2. Professional Learning Community – where the focus is looking at student work and teacher pedagogy (1/week)
3. Continuous use of item skill analysis to drive differentiated instruction
4. Instructional Cabinet – where the emphasis is on teacher effectiveness and creating a culture of learning
5. Departmental meetings (1/month)
6. Intra-visitations to view best practices
7. Professional development plans per teacher to correspond with self-assessment strengths and weaknesses

- C) 1. Professional Learning Community – where the focus is looking at student work and teacher pedagogy (1/week)**
2. Instructional Cabinet – where the emphasis is on teacher effectiveness and creating a culture of learning
 3. Departmental meetings (1/month)
 4. Intra-visitations to view best practices
 5. Professional development plans per teacher to correspond with self-assessment strengths and weaknesses
 6. Use of formative and summative assessment data to facilitate differentiation throughout the content areas
 7. Teacher-created curriculum maps and rubrics
 8. Professional Development

D) Implementation timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 1. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
 2. Providing materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology (e.g. Computers for Youth)
 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (e.g. implementation of Skedula)
 4. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
 5. Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills

6. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office
7. Use of UFT Teacher Center Coach and Family Assistants
8. All documents will be translated in parents preferred language

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 1. Professional development in the Understanding by Design (UbD) Framework
 2. Professional development re: Common Core Learning Standards (CCLS) through affiliations/partnerships with network (CFN 533) and educational institutions (i.e. Salvadori Center)
 3. Collaborative professional development plans
 4. Incorporation and use of technology-based programs (Computers for Youth; ilearn Aventa)
 5. Ongoing professional development to ensure that all teachers are privy to the most current practices and research

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 21st Century Community Learning Centers funded federally. Creation of community learning centers during non-school hours for students and their families, that provide A) Academic Outreach B) Positive Youth Development and C) Parent Literacy/Outreach

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Per Session-Saturday Academy: FSF
 OTPS-Parent Involvement: Title I Parent Involvement Setaside
 OTPS-Translation Services TL Translation Funding

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

During the 2011-2012 school year, there will be a 10% combined increase from Level 1 to 2 and Level 2 to 3 for all students on the NYS Math Exam in order to meet or exceed Safe Harbor for Math on the NYS report card.

Comprehensive needs assessment

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

For SY 2010-11, Seth Low I.S. 96 did not make AYP in Mathematics (NYS Report Card; Basic Category, NYSED Accountability Status, October 2011). The three (3)-year trend shows an increasing Effective AMO with an overall decreasing PI (among subgroups, i.e. African American; SWD; LEP). Aggregate performance over the last three years shows a decrease in the number of students scoring at or above PL 3. The CCLS is focused on Ratio and Proportional Relationships (grades 6 and 7) and Expressions and Equations (grade 8) as the domains to be addressed in raising the performance level of students.

Instructional strategies/activities

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

Project-based learning is the research-based instructional strategy that will be used to achieve this goal. It is inquiry-based, utilizes differentiated instructional approaches to student learning, and emphasizes the use of creative thinking, critical thinking, and information skills.

- A)
 1. Use of formative and summative assessment data to facilitate differentiation throughout the content areas
 2. Peer tutoring
 3. Extended Day (AIS): small group instruction re: math skills intervention and test-taking strategies; 100 min/wk
 4. Collaborative Team Teaching with highly-qualified Math teachers (Gen. Ed. and Spec. Ed)
 5. Math enrichment classes; 1 period/week to provide additional remediation of basic skills
 6. Small group instruction: one-to-one and small group differentiated instruction during teachers' professional activity periods
 7. Incorporation of Salvadori Center principles (logic of architecture and engineering re: urban landscape) into daily lessons
 8. Differentiation of Instruction aligned with CCLS in Mathematics (CFN 533 PD Workshops)
 9. Use of Computers for Youth (CFY) – Connected Learning Program
 10. Use of ilearn Aventa Program (multi-level Math content)
 11. Use of multiple representations when introducing a new concept (i.e. manipulatives and models, real-life examples, technology, and symbolic representations)
 12. Incorporate and emphasize real-life applications to increase student interest/motivation
- B) All staff will be responsible for the combined growth of all students in meeting or exceeding the Common Core Learning Standards In Mathematics.

1. **Teachers will be supported by their Assistant Principals, UFT Resource Center Liaison, fellow teachers and professional development consultants**
 2. **Professional Learning Community – where the focus is looking at student work and teacher pedagogy (1/week)**
 3. **Continuous use of item skill analysis to drive differentiated instruction**
 4. **Instructional Cabinet – where the emphasis is on teacher effectiveness and creating a culture of learning**
 5. **Departmental meetings (1/month)**
 6. **Intra-visitations to view best practices**
 7. **Professional development plans per teacher to correspond with self-assessment strengths and weaknesses**
- C)**
1. **Professional Learning Community – where the focus is looking at student work and teacher pedagogy (1/week)**
 2. **Instructional Cabinet – where the emphasis is on teacher effectiveness and creating a culture of learning**
 3. **Departmental meetings (1/month)**
 4. **Intra-visitations to view best practices**
 5. **Professional development plans per teacher to correspond with self-assessment strengths and weaknesses**
 6. **Use of formative and summative assessment data to facilitate differentiation throughout the content areas**
 7. **Teacher-created curriculum maps and rubrics**
 8. **Professional Development**
- D) Implementation timeline: September 2011 – June 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
1. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
 2. Providing materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology (e.g. Computers for Youth)
 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (e.g. implementation of Skedula)
 4. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
 5. Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
 6. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office
 7. Use of UFT Teacher Center Coach and Family Assistants
 8. All documents will be translated in parents preferred language

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 1. Professional development in the Understanding by Design (UbD) Framework
 2. Professional development re: Common Core Learning Standards (CCLS) through affiliations/partnerships with network (CFN 533) and educational institutions (i.e. Salvadori Center)
 3. Collaborative professional development plans
 4. Incorporation and use of technology-based programs (Computers for Youth; ilearn Aventa)
 5. Ongoing professional development to ensure that all teachers are privy to the most current practices and research

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 21st Century Community Learning Centers funded federally. Creation of community learning centers during non-school hours for students and their families, that provide A) Academic Outreach B) Positive Youth Development and C) Parent Literacy/Outreach

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per Session-Saturday Academy: FSF
OTPS-Parent Involvement: Title I Parent Involvement Setaside
OTPS-Translation Services TL Translation Funding

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 -

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	128	70	76	4	5	0	3	7
7	154	129	68	78	3	0	9	5
8	200	127	115	124	4	2	14	2
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>1. Small Group Instruction: One-to-one and small group differentiated instruction during teachers’ professional activity periods and extended day. 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 using Kaplan Keys as an anchor. This takes place during the school day.</p> <p>2. Literacy: Pull out model of reading Academic Intervention Services, during the school day.</p> <p>3. ESL: 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.</p> <p>4. 21st Century: After school intervention and supplemental academic program.</p> <p>5. CFY- Connected Learning: Grade 6 & 7 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. Each teacher will receive training in using the software in class and creating and assigning individualized student work based on needs.</p> <p>6. Classroom Inc.: Interactive literacy and inquiry based program that utilizes computer technology to engage students and enhance academic performance. During the school day and at home.</p> <p>7. ilearn: City initiative to offer online based courses to students. During the school day and at home. Within ilearn we use the following programs: -Aventa: Offers multi level ELA content and allows teachers to individual lessons to students’ strengths and weaknesses. Improves students’ skills needed for the ELA State Exam. -Write to Learn: Through web-based summary and essay writing activities that span the curriculum, students receive real-time, automated feedback on their reading comprehension and writing skills, enhancing the learning process so they see faster progress and improvement on their scores. With added content and built-in language support for English Language Learners, WriteToLearn offers increased support for ALL students.</p> <p>8. Writing Matters: provides teachers with powerful new ways to improve student outcomes in</p>

	<p>writing. The program engages upper elementary and middle students in the writing process through a series of four to six week units, addressing specific genres. Original content and interactive technology are seamlessly integrated, helping students develop their writing skills as they generate ideas and topics, organize, compose, revise and publish their work online. During the school day and at home.</p> <p>9. Achieve 3000: provides web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on state exams. It provides high interest topic for the entire class, scientifically matched to each student's individual reading level. Achieve 3000 uses technology to help each student progress towards reading and writing proficiency and allows teachers to use performance data to drive instruction.</p> <p>10. Differentiated Instruction: Teachers use student data to tailor tasks and products to address students' areas of weakness and build upon their strengths.</p> <p>11. Saturday Academy: An intervention program designed to reinforce strategies and test taking skills.</p>
<p>Mathematics</p>	<p>1. Small Group Instruction: One-to-one and small group differentiated instruction during teachers' professional activity periods and extended day. Improves students' math skills by utilizing direct, explicit instruction and modeling of mathematical processes. Students practice and apply these strategies and skills by completing and modeling several levels of mathematical problems, viewing interactive multimedia, and writing out processes and reasoning using Kaplan Keys as an anchor. This takes place during the school day.</p> <p>2. Math Enrichment: Pull-out model of math AIS during school day.</p> <p>3. CFY- Connected Learning: Grade 6 & 7 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. Each teacher will receive training in using the software in class and creating and assigning individualized student work based on needs.</p> <p>4. ilearn: City initiative to offer online based courses to students. During the school day and at home. Within ilearn we use the following programs: -Aventa: Offers multi level Math content and allows teachers to individual lessons to students' strengths and weaknesses. Improves students' skills needed for the Math State Exam.</p> <p>5. Salvadori: Hands on Project based Architecture and Mathematics program aligned with CCLS. During the school day.</p> <p>6. Differentiated Instruction: Teachers use student data to tailor tasks and products to address students' areas of weakness and build upon their strengths.</p> <p>7. Saturday Academy: An intervention program designed to reinforce strategies and test taking skills.</p>

<p>Science</p>	<p>1. Laboratory Period: Provides additional instruction through hands-on activities focusing on NYS Intermediate Level Science Exam performance standards.</p> <p>2. Small Group Instruction: One-to-one and small group differentiated instruction during teachers’ professional activity periods.</p> <p>3. Urban Advantage: 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.</p> <p>4. CFY- Connected Learning: Grade 6 & 7 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. Each teacher will receive training in using the software in class and creating and assigning individualized student work based on needs.</p> <p>5. Classroom Inc.: Interactive literacy and inquiry based program that utilizes computer technology to engage students and enhance academic performance. During the school day and at home.</p> <p>6. Differentiated Instruction: Teachers use student data to tailor tasks and products to address students’ areas of weakness and build upon their strengths.</p>
<p>Social Studies</p>	<p>1. Small Group Instruction: 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.</p> <p>2. ESL: ESL teachers assist social studies teachers in how to be sensitive to different levels of English development for effective planning during professional development periods.</p> <p>3. ilearn: City initiative to offer online based courses to students. During the school day and at home. Within ilearn we use the following programs:</p> <ul style="list-style-type: none"> -Aventa: Offers multi level Social Studies content through ELA skill work and allows teachers to individual lessons to students’ strengths and weaknesses. Improves students’ skills needed for the ELA State Exam. -Write to Learn: Through web-based summary and essay writing activities that span the curriculum, students receive real-time, automated feedback on their reading comprehension and writing skills, enhancing the learning process so they see faster progress and improvement on their scores. With added content and built-in language support for English Language Learners, WriteToLearn offers increased support for ALL students. <p>4. CFY- Connected Learning: Grade 6 & 7 initiative designed to foster educational outcomes through the creation of a rich home learning environment; each 6th grade student/family will</p>

	<p>receive a free home desk-top computer with pre-loaded educational software and a discount on monthly internet service. Each teacher will receive training in using the software in class and creating and assigning individualized student work based on needs.</p> <p>5. Teaching Matters; Voices and Choices: Merges core social studies concepts with 21st century skills. An innovative middle school curriculum that uses 21st century resources to improve student outcomes. It engages students in an interactive learning environment where structured inquiry becomes the basis for role plays, debates, authentic research, writing and oral presentations.</p> <p>6. Differentiated Instruction: Teachers use student data to tailor tasks and products to address students' areas of weakness and build upon their strengths.</p>
At-risk Services provided by the Guidance Counselor	<p>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</p>
At-risk Services provided by the School Psychologist	<p>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</p>
At-risk Services provided by the Social Worker	<p>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.</p>
At-risk Health-related Services	<p>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</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 21K096 **School Name:** Seth Low

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

For two consecutive years I.S. 96 students with Disabilities, Limited English Proficient and Black students subgroups failed to make their Annual Yearly Progress as evidenced by the New York State Grades 6, 7, 8 ELA Exam. Our goal this year is for our identified subgroups to demonstrate progress towards basic standards in literacy, as measured by a 10% increase on the 2012 NYS ELA Exam as compared to the 2011 NYS ELA Exam. This goal was created as a direct response to our students not meeting their AYP in literacy. The subgroups were identified after careful analysis of the 2011 ELA results and the NYS Report Card. Therefore, progress for our students in the above mentioned subgroups is a priority for this school year. For the school year 2010-2011 I.S. 96 students who are within the Economically Disadvantaged and Hispanic subgroups did not make Annual Yearly Progress as evidenced by the New York State Grades 6, 7, 8 ELA Exam. Our goal this year is for our identified subgroups to demonstrate progress towards basic standards in literacy, as measured by a 10% increase on the 2012 NYS ELA Exam as compared to the 2011 NYS ELA Exam. This goal was created as a direct response to our students not meeting their AYP in literacy. The subgroups were identified after careful analysis of the 2011 ELA results and the NYS Report Card. Therefore, progress for our students in the above mentioned subgroups is a priority for this school year.

For SY 2010-2011, Seth Low I.S. 96's Black failed to make Annual Yearly Progress as evidenced by the New York State Grades 6, 7, 8 Math Exam. Our goal this year is for our Black students to demonstrate progress towards achieving basic standards in mathematics, as measured by a 5% increase on the 2012 NYS Math Exam as compared to the 2011 NYS Math Exam. This goal was created as a direct response to our Black students not meeting AYP in Math. This group was identified by a careful analysis of the 2011 Math results, including the item skill analysis in ARIS. Therefore, progress for our Black subgroup is a priority for this school year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

I.S. 96 will implement an After School & Saturday Program of Instruction as one of the interventions to support the improved achievement in Literacy for the above mentioned subgroups in Grades 6, 7, 8. The teachers will provide grade appropriate small group and individualized instruction in Literacy. The U.F.T. Teacher Center coach will provide onsite Professional Development for teachers focusing on skills and strategies to enhance their expertise in Literacy instruction. The teachers will also be engaged in inter-visitations; where best practices can be observed, discussed and replicated for the diverse student population.

Seth Low I.S. 96 will use the UFT Center Coach to provide on-site professional development for teachers as an intervention to support the improved achievement in Mathematics of our Black students in Grades 6, 7, 8. In addition, the School Instructional Team, comprised of lead teachers and administrators, will provide rapid feedback to Math teachers

when participating in Classroom Walkthroughs (CWTs). Inter-visitations will take place for both new and struggling Math teachers as well.

Also, Seth Low I.S. 96 will implement a Saturday Program of Instruction as an intervention to support the improved achievement in Mathematics of our Black students in Grades 6, 7, 8. Our Saturday Program will span several months and will include activities and materials that address the specific needs of our Black students in order to prepare them for the NYS Math Exam. The teachers will provide grade appropriate small group and individualized instruction in Math. Therefore, the skills and strategies will be taught by service providers who have demonstrated an expertise in Math instruction and are skilled in working with this subgroup and their needs.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The funding for Professional Development will allow the school to implement and sustain Differentiated Instruction, Common Core Learning Standards and Data Driven Inquiry workshops. There is a need to improve teacher practice to support increased student performance. Teachers of students within the Black, Hispanic, Economically Disadvantaged, Limited English Proficient as well as Students with Disabilities subgroups will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of their students. Teachers will collaborate and craft alternative strategies in order to promote greater student success. Ongoing Professional Development will take place throughout the year provided by our U.F.T. Teacher Center coach, Assistant Principals, specialized in house staff and network personnel.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

As of this date, Seth Low I.S. 96 has teachers in need of improvement as well as new teachers that require mentoring. We maintain a strong commitment to providing ongoing professional development through our mentoring program led by our U.F.T. Teacher Center Coach. Our coach provides on-site professional development in the areas of classroom organization and management, as well as the design of instruction and assessment to new and experienced teachers alike. This mentoring is done in one on one sessions, as well as through classroom inter-visitations and the sharing of best teaching. All teachers are working collaboratively with their respective Assistant Principals to create individualized professional development plans. These plans were created by using the teacher self-assessment tool found in ARIS Learn as well as using formative instructional information provided by the Assistant Principal.

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.

Seth Low I.S. 96 will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our schools specific needs and services.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Deborah Maldonado/Nancy Ramos	District 21	Borough Brooklyn	School Number 096
School Name Seth Low			

B. Language Allocation Policy Team Composition [?](#)

Principal Denise Levinsky	Assistant Principal Tami Flynn & ELL Coordinator
Coach Cynthia Sow	Coach type here
ESL Teacher Norma Aulet	Guidance Counselor Kinyetta Hunter
Teacher/Subject Area Joann Rintel-Abreu, ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Denise Mc Clain
Related Service Provider type here	Other Elizabeth Barquinero, Sp.Ed
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	763	Total Number of ELLs	122	ELLs as share of total student population (%)	15.99%
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Part II: ELL Identification Process

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

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

1. Students who are both new to Seth Low IS 96 and the New York City Public school system are given the Home Language Identification Survey (HLIS) upon enrollment. The parent and child are interviewed by the ELL coordinator in either English, or the native language, using staff members who assist in translation. Based on parent answers to 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. Entitled ELL services are determined based on the LAB-R score. Continued entitlement is determined using the New York State English as a Second Language Achievement Test (NYSESLAT) administered each spring. 1a) The Administration of the Spanish Lab is done by a bilingual Spanish speaking teacher using the Spanish Lab-R testing materials. If, upon entry to register a bilingual pedagogue is not available to help accommodate with native language support, translation services via telephone will be used to aid in the intake process. 1B) Currently, we have Spanish, Chinese, Russian, Albanian, Italian, and Urdu. 1C) The ATS reports that are used to ensure that all eligible students take the NYSESLAT are: RDGS, RLER, RLAT, BASIS, RBEX, RYOS and RNMR. All ATS reports are cross referenced to ensure that all students who are eligible take the NYSESLAT exam. The NYSESLAT is given under State testing conditions to ensure that all students complete all four modalities (components) of the exam.

2. Parents are given letters that explain the support services their child is entitled to, based on the child's score on the LAB-R. Attached to these entitlement letters are Parent Program Selection Forms. Parents are invited to attend a parent orientation meeting with the Parent Coordinator and the Ell Coordinator, where they view a video that explains the support service programs offered in the New York City Department of Education. After viewing the video, and after all parent questions are answered, parents select their program choice. The Parent Coordinator and the ELL Coordinator reach out to parents to ensure that program selection forms are returned. This process occurs within the first days of student enrollment in Seth Low IS 96. 2A) For parents who haven't previously selected a TBE/DL program as per the Parent survey and selection form where it is not currently offered; communication via their home language will be provided in a written and oral format when the program becomes available.

3. Entitlement letters, Parent Surveys and Program Selection forms are both sent home with students and mailed to the home. The Parent Coordinator and the ELL Coordinator reach out to parents to ensure that program selection forms are returned. All forms are kept on file in the school.

4. All students identified as ELLs are placed in the program choice of the parent if it is offered at the school. Parents who choose a program not offered at the school are given the option of transferring their child to a school that offers that program or to wait until the TBE/DL program is created. All communication is in the parent's native language. Translation is offered on site in various languages (see above); if the home language is not one that is spoken at the school, we will call translation services to ensure that the family fully understand the transition into our school. All written communications are sent via home language or in English with the translation blurb attached to the bottom; the phone messenger also sends home messages in the students indicated language.

5. After reviewing the Parent Survey and Parent Selection Form for the past few years, the trend in program choice has been Freestanding English as a Second Language. 99% of parents have selected this as their program choice. The Parent Selection and Survey are monitored year to year and cross referenced to locate any and all trends that appear in program selection.

6. 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							12	12	11					35
Push-In							3	3	5					11
Total	0	0	0	0	0	0	15	15	16	0	0	0	0	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	33
SIFE	9	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	19

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	69	6	6	34	3	15	19	0	10	122

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	Total
Total	69	6	6	34	3	15	19	0	10	122
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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	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									

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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							14	11	8					33
Chinese							15	14	21					50
Russian							4	2	6					12
Bengali								1						1
Urdu							4	4	1					9
Arabic							1	3	1					5
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian							2	1	1					4
Other							4	1	2					7
TOTAL	0	0	0	0	0	0	44	38	40	0	0	0	0	122

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. IS 96 implements a freestanding ESL program using three components; pull-out, push-in and self contained classes. Self-contained classes are ungraded, and comprised of students from several classes in each academy at the same ELL proficiency level.
2. The ELL Coordinator and the ESL teachers review all data from the RNMR, LAB-R and NYSESLAT Exam in order to identify each student's proficiency level to ensure that mandated instructional minutes are provided. As per CR-Part 154, beginner and intermediate ELLs receive 360 minutes of ELL instruction per week. Advanced students receive 180 minutes of ELL instruction and 180 minutes of ELA instruction per week. Beginner and intermediate ELL classes are paralleled with ELA classes. This allows ELL teachers to provide self-contained ELA instruction at that time. Advanced ELLs are pulled out during talent pool classes. ESL teachers also push-in to ELA classes to provide services to advanced ELLs.
3. Content area instruction is delivered in English using ELA methodology and instructional strategies. ESL teachers push-in to content area classes to assist beginner and intermediate ELLs. Instruction is aligned with ESL, NLA and ELA standards. To assist in making content more comprehensible, ELL students are provided with bilingual dictionaries and or glossaries. ELL students are also paired with other students who speak the same native language and have a strong command of English. These students act as "buddies" and work collaboratively with their partners to improve content area understanding. Currently, the INSIDE program from National Geographic is being used; benchmark, formative and summative assessments are used to gauge acquisition of the English language. The ESL teachers work in collaboration with the General Education teachers to differentiate the material and scaffold instruction to ensure that it is age and content appropriate.
4. IS 96 does not currently have a TBE/DL program so we are not using formative or summative assessments specifically for a TBE/DL programs.
5. Differentiation of Instruction for all ELL subgroups includes: embedding definitions and language in content areas, using real world artifacts and visual aids to support comprehension, drawing on student background to activate prior knowledge, and the use of tiered questioning to support the development of higher order thinking in English.
 - a. SIFE students: Content area and ESL teachers meet and conference about the individual achievement levels and 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) Teachers use the workshop model and cooperative learning techniques in the content areas to provide assistance to ELL students. In addition, beginner and intermediate ELLs are programmed into a parallel ELA class taught by a licensed ELL teacher to help them with language acquisition. Students are regularly assessed to determine their progress. ESL teachers work closely with content area teachers to scaffold instruction. ESL teachers also schedule planning time to meet the needs of their students when they push-in to content area classes.
 - c. ELL students receiving 4-6 years of service: Use of adapted literature to insure authentic and high quality reading. Use of leveled

A. Programming and Scheduling Information

non-fiction libraries to provide high interest material at students' present reading level. Content area teachers participate in Professional Learning Community meetings as well as weekly Inquiry meetings and conference with ESL teachers to scaffold subject area material. All material is differentiated but rigorous to insure students meet current state standards in all core subjects.

d. Long-term ELLs: Use of adapted literature to insure authentic and high quality reading. Use of leveled non-fiction libraries to provide high interest material at students' present reading level. Content area teachers participate in Professional Learning Community meetings and conference with ESL teachers to scaffold subject area material. All material is differentiated but rigorous to insure students meet current state standards in all core subjects. Individual needs are assessed by teachers through the Inquiry process. Teachers use data inquiry to monitor progress and refer students to School Assessment Team if needed.

6. ELLs identified as having special needs: These students' needs are addressed in a manner reflecting their IEPs. The RDMR report is run in ATS as well as the RDGR, RLER, RLAT and all IVR calls are made and confirmation numbers registered to ensure proper servicing of all SWD ELL's. All teachers, general education as well as special education have been trained to use SESIS and all those students whose IEP's are still reflected in CAP receive hard copies of the IEP modifications. If a students IEP mandates bilingual instruction, a language para-professional is provided to that student throughout all content area classes to ensure full compliance of all needs.

Programming and scheduling:

7. Targeted intervention programs in ELA , Math and other content areas include the following:

- Extended day small group instruction 2x a week
- Academic Intervention Services in ELA and Math
- 6, 7th grade CFY individualized on-line learning programs
- Small group instruction for long-term ELLs addressing the deficient skills as determined by the NYSESLAT Exam
- Achieve 3000, a literacy program that uses non-fiction articles to improve reading and writing
- Storyboard 300- a computer based program that allows students to create their own stories using Power Point
- Title III after-school program using a co-teaching format, with one ELA teacher and one ESL teacher, that focuses on literacy skills

All students with disabilities are mainstreamed as much as possible; to include, but not limited to, gym, lunch, mainstreaming and reevaluating IEP's where necessary to provide a least restrictive environment. All students regardless of disability are provided a choice of electives, which meet on a daily basis.

8. For the upcoming school year, we are training staff on the use of various individualized computer based programs: iLearn, Aventa, Classroom Inc. Students with disabilities are main streamed for elective classes as well as gym; all students within their respective academy eat lunch together. Some students receive individualized schedules which conform to all mandates set forth in their IEP and allow the student to be in a less restrictive setting for a part of the day.

Courses Taught in Languages Other than English ⓘ

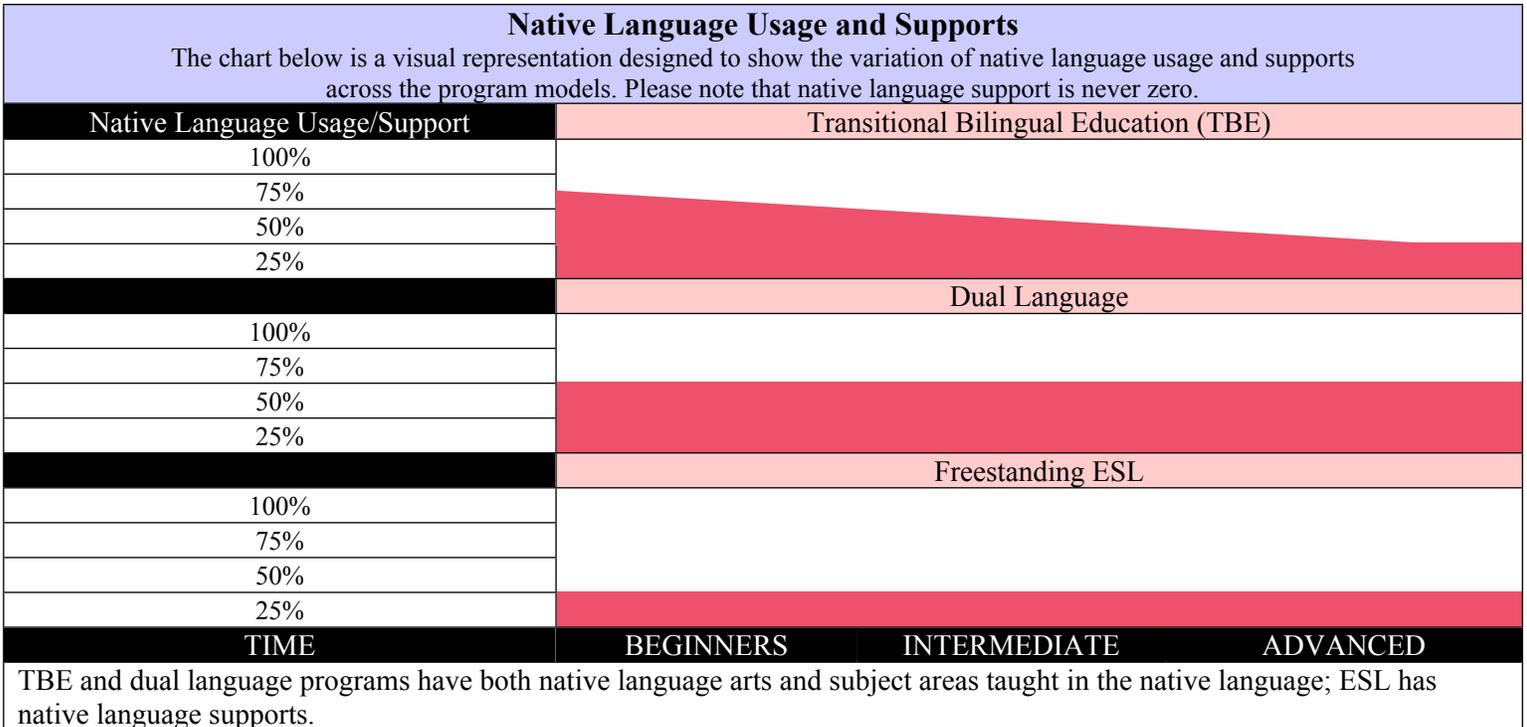
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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



B. Programming and Scheduling Information--Continued

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

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

B. Programming and Scheduling Information--Continued

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

8. Long term and Advanced ELL students are being targeted for writing intervention as well as an intensive look at Reading/Writing throughout the content areas; which is where our students seem to struggle the most. The students are also provided Push-In ESL support in the content areas as well as glossaries/dictionaries and native language novels that support language acquisition. SWD who are also an ELL student receive all mandates described in their IEP. ELL students are also provided reading/AIS support as part of their elective choice. Certain ESL/SWD classes are also using Achieve 3000 in conjunction with their ESL and ELA curriculum. The school has implemented word of the day/week which is being infused throughout all content areas so that content specific vocabulary will become more familiar and accessible to all students including ELL's.

9. ELL students who have tested proficient on the NYSESLAT exam still receive all L support that they would have received had they not scored proficient on the NYSESLAT. Students still receive language support in the form of translated versions and time extension on the NYS exams. 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 two years after scoring proficient on the NYSESLAT Exam.

8. For the upcoming school year, we are training staff on the use of various individualized computer based programs: iLearn, Aventa, Classroom Inc. Students with disabilities are main streamed for elective classes as well as gym; all students within their respective academy eat lunch together. Some students receive individualized schedules which conform to all mandates set forth in their IEP and allow the student to be in a less restrictive setting for a part of the day.

10. For the upcoming school year, we are training staff on the use of various individualized computer based programs: iLearn, Aventa, Classroom Inc. We have also adopted a Push-In model to service our ELL students, where the teachers are pushing in throughout the content areas to aid in language acquisition.

11. Renzuilli Learning was discontinued as it only addressed the needs of 6th grade students.

12. All ELL students are invited to attend after-school programs housed at Seth Low: FIAO Beacon Center, CHAMPS, Title III and 21st Century. We offer many family fun nights where all students are invited and where translation services is offered in various languages. FIAO Beacon and CHAMPS meet during the week and on the weekends. The Title III and 21st Century programs meet during the week. Funding, which is consolidated falls in part under Title III allocations as well as grants that are received for the various programs. The goal of the programs is to enrich the students overall school experience.

13. The instructional materials used to support ELL students include: SMART Boards, lap tops, Inside Book Series, adapted novels, native language glossaries and novels written in native languages.

14. Native language support in the ESL program includes: native language libraries, native language glossaries, native language peer support in the classrooms, native language support from staff members. Parent letters are sent in native languages.

15. Service support corresponds to ELL student ages and grade levels. Students are provided independent readers at their readability level and are scaffolded through teacher and student support to engage with all material that is appropriate for both content and age level.

16. 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 during walk-through tours. This helps acclimate the students so they are more comfortable when school begins. Students are also when possible, "buddied" with a same language partner to aid in the transition.

17. Language electives offered to ELL students include Spanish and Chinese. Students may also select Power Speak as an elective, which is a computer based program, where students may select any language and work independently to master their selected language.

B. Programming and Scheduling Information--Continued

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

8. Long term and Advanced ELL students are being targeted for writing intervention as well as an intensive look at Reading/Writing throughout the content areas; which is where our students seem to struggle the most. The students are also provided Push-In ESL support in the content areas as well as glossaries/dictionaries and native language novels that support language acquisition. SWD who are also an ELL student receive all mandates described in their IEP. ELL students are also provided reading/AIS support as part of their elective choice. Certain ESL/SWD classes are also using Achieve 3000 in conjunction with their ESL and ELA curriculum. The school has implemented word of the day/week which is being infused throughout all content areas so that content specific vocabulary will become more familiar and accessible to all students including ELL's.

9. ELL students who have tested proficient on the NYSESLAT exam still receive all L support that they would have received had they not scored proficient on the NYSESLAT. Students still receive language support in the form of translated versions and time extension on the NYS exams. 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 two years after scoring proficient on the NYSESLAT Exam.

8. For the upcoming school year, we are training staff on the use of various individualized computer based programs: iLearn, Aventa, Classroom Inc. Students with disabilities are main streamed for elective classes as well as gym; all students within their respective academy eat lunch together. Some students receive individualized schedules which conform to all mandates set forth in their IEP and allow the student to be in a less restrictive setting for a part of the day.

10. For the upcoming school year, we are training staff on the use of various individualized computer based programs: iLearn, Aventa, Classroom Inc. We have also adopted a Push-In model to service our ELL students, where the teachers are pushing in throughout the content areas to aid in language acquisition.

11. Renzuilli Learning was discontinued as it only addressed the needs of 6th grade students.

12. All ELL students are invited to attend after-school programs housed at Seth Low: FIAO Beacon Center, CHAMPS, Title III and 21st Century. We offer many family fun nights where all students are invited and where translation services is offered in various languages. FIAO Beacon and CHAMPS meet during the week and on the weekends. The Title III and 21st Century programs meet during the week. Funding, which is consolidated falls in part under Title III allocations as well as grants that are received for the various programs. The goal of the programs is to enrich the students overall school experience.

13. The instructional materials used to support ELL students include: SMART Boards, lap tops, Inside Book Series, adapted novels, native language glossaries and novels written in native languages.

14. Native language support in the ESL program includes: native language libraries, native language glossaries, native language peer support in the classrooms, native language support from staff members. Parent letters are sent in native languages.

15. Service support corresponds to ELL student ages and grade levels. Students are provided independent readers at their readability level and are scaffolded through teacher and student support to engage with all material that is appropriate for both content and age level.

16. 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 during walk-through tours. This helps acclimate the students so they are more comfortable when school begins. Students are also when possible, "buddied" with a same language partner to aid in the transition.

17. Language electives offered to ELL students include Spanish and Chinese. Students may also select Power Speak as an elective, which is a computer based program, where students may select any language and work independently to master their selected language.

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?

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 Common Core State Standards as well as 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 outsourced 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

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)?

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. Parents are encouraged to join in the Family Fun nights at Seth Low, where translation services are provided in a variety of languages as well as written communication in the home languages of our students. Any written communication that is not available in the home language also has the translation blurb attached to the communication as well as translation services via telephone are always readily available. Seth Low also uses the school messenger to send home any and all communicates via telephone in the child's preferred home language. Seth Low is currently a partner with Project Boost, where trips are designed to create cultural awareness through trips, classes and authentic dining experiences. Seth Low also invites parents to be involved in our Theatre at night program, where the school community goes to see on and off Broadway plays. Through our partner programs such as FIAO Beacon, we are able to offer adult ESL classes to the community at large.

2. IS 96 partners with FIAO, A Community Based Organization within the school building and provides free ESL 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.

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.

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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 Common Core State Standards as well as NYS ESL Standards. Consultants will also work closely with school administrators offering support on various levels.

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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

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

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

Additional Information

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

Paste additional information here

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)							8	8	11					27
Intermediate(I)							11	13	13					37
Advanced (A)							25	17	16					58
Total	0	0	0	0	0	0	44	38	40	0	0	0	0	122

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	3	0				
	I							6	11	6				
	A							29	13	22				
	P							8	11	12				
READING/ WRITING	B							7	8	11				
	I							9	12	13				
	A							23	15	15				
	P							4	3	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	15	0	0	34
7	19	19	0	0	38
8	20	12	0	0	32
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	

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	6		20		14		3		43
7	9		20		7		2		38
8	18		18		9		5		50
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	17		22		25		4		68
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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 a slighter 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. 8 students scored at the proficient level for the reading and writing modality in comparison to 31 testing proficient on the speaking and listening. 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 and will be facilitated by an ELA and ESL teacher to ensure both methodologies are being incorporated.

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

- 58 ELL students are performing at a Level 1
- 46 ELL students are performing at a Level 2
- 0 ELL students are performing at a Level 3
- 0 Ell students are performing at a Level 4

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

- 33 ELL students are performing at a Level 1
- 58 ELL students are performing at a Level 2
- 30 ELL students are performing at a Level 3
- 10 ELL students are performing at a Level 4

The overall results indicate that ELL students are meeting standards and their performance has improved, however all three grades must continue to make strides. 44.7% (above the 42.9% deemed as the cut off for the top 40%) of the ELL students scored at or above the 75th growth percentile in ELA and 58.6% (which is above the 51.9% deemed as the cut off for the top 20%) of the ELL students scored at or above the 75th growth percentile im Math.

2011 NYS ELA Exam resulted in JS 96 not making safe harbor in ELA for the 2010-2011 school year. As compared to the ELA exam ELL

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K096** School Name: **SethLow**

Cluster: **5** Network: **533**

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.

The school will gather data to determine its written translation and oral interpretation needs. Source data will include ATS reports including RAPL, RPOB and RHLA.

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.

The RHLA shows the following breakdown of home languages: 25% Chinese; 20% Spanish; and 33% English. Lower incidence home languages include Russian, Albanian, and Arabic. These findings are communicated to the school community through the School Leadership Team meetings; staff meetings; and Parent-Teacher Association meetings.

Part B: Strategies and Activities

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

Department of Education prepared documents are provided to parents in their preferred written language. School documents are sent home with a blurb attached that states in Arabic/Bengali/Chines/Haitian Creole/Korean/Russian/Spanish/Urdu: "To obtain a translation of this document, please see a staff member."

School policy memos are sent to the Office of Translated Services for translation.

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.

Oral interpretation services will be provided to parents with preferred spoken languages other than English, by in-house school staff, parent volunteers and the Office of Translation and Interpretation Services . The parent coordinator assists in identifying parent volunteers who translate during parent workshops and schoolwide meetings. The dedicated telephone number for translation services during parent teacher conferences is disseminated to all staff members.

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.

All communication has a footer attached informing parents that translation services are provided.

Seth Low, I.S. 96 sends messages home using the "School Messenger" system, in the preferred language as indicated on the HLIS.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 21K096	DBN: CFN533
Cluster Leader: Deborah Maldonado	Network Leader: Nancy Ramos
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Seth Low's Title III program will provide supplemental instruction after school three times a week. The supplemental program will target ELL students in 6th, 7th and 8th grade who scored at beginning/intermediate levels on the spring 2011 NYSESLAT Exam. This sub-group represents a majority of students performing on the ELA exam at level 1 & 2. 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 25 weeks. There will be two classes, each class will be taught using a collaborative team teaching approach by highly certified ELA and ELL teachers. Instruction will align with ESL/ELA Common Core Learning Standards and the NYC instructional expectations. The program 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.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The Title III 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 by incorporating ELL strategies across the content areas. The teachers are receiving ongoing training in Understanding by Design as well as the Common Core Learning Standards and the city wide Instructional expectations. The intent is to incorporate rigorous instruction throughout the program and to scaffold our ELL students to be college and career ready.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are offered workshops and participation in extra curricula activities such as project boost, Arts Connect, Family First Nights and Urban Advantage. Parents may also take classes through FIAO Beacon to foster the home-school connection. The rationale is to bring parents and students into a venue that they may not have been exposed to otherwise; trips, which are available to all members of the students' family focus on cultural respect and awareness. Parental engagement is an ongoing and daily process that can also be scheduled upon availability and need. Parental contact for events is made in a variety of ways, to include but is not limited to: School messenger (in child's preferred language), back pack notices, mailings, emails (by parent coordinator), etc.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$22452

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$22452

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		