



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SETH LOW IS 96
DBN (i.e. 01M001): 21K096
Principal: DENISE SANDRA LEVINSKY
Principal Email: DLEVINS@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Denise Levinsky	*Principal or Designee	
Sokol Muja	*UFT Chapter Leader or Designee	
Mariam Soto	*PA/PTA President or Designated Co-President	
Maria Vogel	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Joseph Rizzi	CBO Representative, if applicable	
Helen Torres	Member/ Teacher	
Alison Asfazadour	Member/ Teacher	
Corinne Kaufman	Member/ Teacher	
Erin Lynch	Member/ Assistant Principal/CSA	
Eilat Ohlman	Member/ Parent	
Tamara Perkins	Member/ Parent	
Julia Shell	Member/ Parent	
Shamila Nawaz	Member/ Parent	
Christina Lorenza	Member/ Parent	
Dawn Millea	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

During the 2013-2014 school year, there will be a 10% combined increase in Level 1 to Level 2 and Level 2 to Level 3 on the NYS ELA Exam

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 QR (Spring of 2013) and the 2011, 2012 & 2013 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 citing textual evidence to increase test levels.

Instructional Strategies/Activities

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

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

1. Use of formative and summative assessment data to facilitate differentiation and scaffolding 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 to assist with targeted reading instruction using Wilson and Wilson Just Words
8. Use of Write to Learn to enhance the focus on quality writing
9. Title III afterschool program
10. Use of WRAP and DRP to assess and target individualized instruction

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

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 Common Planning Meetings; 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 three times a month. Intra-visitations and lab sites to view best practices Professional development plans per teacher to correspond with self-assessment strengths and weaknesses. Implementation of Expeditionary Learning, teacher created curriculum maps and rubrics and professional developments. Walk through cycles using Danielson's rubric to enhance best practices while incorporating the feedback loop.

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

1. Tracking sheets that include DRP data, prior state test data, and all assessments given throughout the year. Tracking sheets will also include an items skills

- analysis to show mastery and progress on targeted skills.
- 2. Mid unit and unit assessments for Expeditionary Learning Curriculum.
- 3. Teacher created "Mock ELA" assessments given 3 times a year.
- 4. Baseline and progress assessments for all intervention services and afterschool programs.
- 5. DRP and WRAP Assessments 3 times a year.

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

- 1. September 2013- June 2014

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

- 1. Programming of exclusive intervention periods for 6th grade.
- 2. Programming of pull out intervention periods for 7th and 8th grades.
- 3. Testing coordinator to organize all DRP and "Mock" ELA Administrations.
- 4. Reading specialists to execute intervention
- 5. Purchasing of software and materials for intervention
- 6. Training of staff in the intervention programs listed above
- 7. Per session for the staff to run after school activities and Saturday Academy

Strategies to Increase Parental Involvement

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

- 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.;

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

During the 2013-2014 school year, there will be a 10% combined increase from Beginner to Intermediate and Advanced to Proficient for English Language Learners on the writing modality of the NYSESLAT exam.

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 QR (Spring of 2013) and the 2011, 2012 & 2013 NYSESLAT exams (RLAT & RNMS), it was determined that the students need guided work and explicit instruction on how to craft a well written

opinion/argument to support their claim citing textual evidence to increase scores in the writing modality.

Instructional Strategies/Activities

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

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

- Differentiated instruction throughout the content areas
- Peer tutoring
- Title III after school collaborative English/ELL program
- Small group Literacy instruction with certified Reading specialists
- Use of Inside by National Geographic curriculum which has an extensive writing component aligned to both the NYSESLAT and NYS ELA.
- Use of WRAP and DRP to assess and target individualized instruction in reading comprehension outside of the mandated ESL periods.
- Exclusive writing periods built in to the mandated ESL services

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

Responsible Staff: Assistant Principal's, Literacy Coach, Professional development consultants

- Instructional team meetings once a week in common planning
- Interdisciplinary instructional team meetings once a week in common planning
- Departmental professional development three times a month
- Continuous use of item skill analysis to drive differentiated instruction
- Collaboration amongst teachers to provide literacy across the content areas
- Intra-visitations to model classrooms to view best practices
- Walk through cycles using Danielson's rubric to enhance best practices while incorporating the feedback loop.

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

1. Tracking sheets that include DRP data, prior state test data, and all assessments given throughout the year. Tracking sheets will also include an items skills analysis to show mastery and progress on targeted skills.
2. Mid unit and unit assessments for Inside Curriculum.
3. Teacher created "Mock NYSESLAT" assessments given 3 times a year.
4. Baseline and progress assessments for all intervention services and afterschool programs.
5. DRP and WRAP Assessments 3 times a year.

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

1. September 2013- June 2014

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

1. Programming of exclusive intervention periods for 6th grade.
2. Programming of pull out intervention periods for 7th and 8th grades.
3. Testing coordinator to organize all DRP and "Mock" NYSESLAT Administrations.
4. Reading specialists to execute intervention
5. Purchasing of software and materials for intervention
6. Training of staff in the intervention programs listed above
7. Per session for the staff to run after school activities and Saturday Academy

Strategies to Increase Parental Involvement

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

- 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.;

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
On the 2013-2014 State Common Core Mathematics Examination, there will be a 10% decrease in students that achieve a Level 1 in comparison with the 2012-2013 New York State Common Core Mathematics examination.

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.
On the 2012-13 New York State Common Core Mathematics examination, Seth Low’s average score of 2.47 was statistically similar compared to other schools in the city serving students with similar characteristics (2013 School Progress Report Overview). Despite remaining on par with schools that share commonalities in students, there were a myriad of students that performed well below the proficiency level. 50% of the current 8 th grade population achieved a Level 1 on 2012-2013 exam (CFN 533). According to nycschoolsblog.com, that percentage of Level 1 performers was the 5 th highest in District 21. In contrast, the current 7 th grader population had 29% of the students achieved a Level 1 on last year’s exam. This was also the 5 th highest percentage of Level 1 achieving students in the District (nycschoolsblog.com). Between both grades, a combined 176 students received a Level 1(CFN 533). In comparison to the 2011-2012 results, 9% of the rising 8 th graders achieved a Level 1 and 7% of the rising 7 th graders achieved a Level 1 (ARIS). In addition, 37% of the current 6 th grade population achieved a Level 1 on last year’s exam (ARIS, ATS). According ARIS, 3 out of the 7 6 th grade classes have a median proficiency rating on the 2011-2012 exam of 1.98 or below. The Totality of this data illustrates 246 students or 34% of Seth Low’s current population performed well below proficient level, which equates to the students not being on track for college and career readiness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
Teachers will ensure that Level 1 students have optimum opportunity for success in Mathematics by meeting weekly in cohorts to collaborate on examining how their practice impacts student learning. Through consistent analysis of student data, teachers will determine the depth of knowledge level for each activity, discuss the necessary adaptations needed for differentiating instruction and share best practice strategies for enhancing pedagogy, which will ensure each performance task is rigorous. Through the consistent exposure to rigorous performance tasks, students will enhance their

comprehension of Mathematical concepts, build stamina and discover multiple entry points for completing rigorous task, which will provide the students with the maximum opportunity for growth during the 2013 Common Core State Mathematics examination.

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

1. Administration of Common Core based initial assessment and analyze results to identifying skills-based deficiencies of targeted students
2. Weekly Common Planning Meetings to analyze students' work, identify trends and make the necessary adaptations to ensure growth.
3. Understanding through professional development and application of the Citywide Instructional Expectations focusing on best pedagogical practices on fluency, application, and conceptual understanding (instructional shifts)
4. Use of actionable feedback via the Danielson competencies using frequent classroom observations to reflect on and shift daily practice as well as the planning and implementation of common-core aligned units to improve teacher practice
5. Weekly Professional Learning Communities with a focus on alignment of teaching competencies to the CCLS utilizing UDL and UBD principles, to establish effective/highly-effective teaching and learning practices to engage all students.
6. Level 1 Academic intervention afterschool program, which provides additional instructional support in a small group setting for students who scored at Level 1 on the Mathematics 2013 State Common Core exam
7. Teachers utilizing 2 periods a week for intervention to address deficiencies, build the perquisite skills needed for rigorous tasks and implement lesson adaptations decided in common planning.
8. Supplementing the curriculum by utilizing MathXI to differentiate instruction and infuse technology.

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

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

1. Assistant Principal and Highly-qualified teachers
2. Highly-qualified teachers; programming of common prep periods
3. Assistant Principal and Network's Math Instructional Coach
4. Assistant Principal and Network's Math Instructional Coach
5. Assistant Principal
6. Highly-qualified teachers
7. Highly-qualified teachers
8. Highly-qualified teachers

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

1. Weekly Common Planning, planning of intervention periods and student grouping.
2. Formal and Informal observations
3. Formal and Informal observations, weekly Common Planning and PLC meetings
4. Formal and Informal observations
5. Formal and Informal observations
6. Quarterly Progress reports, Skedula data, assessments

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

1. September 2013 – June 2014

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

1. Common Planning teachers will collaborate to compile an assessment aligned to the common core with a combination of topics from the previous grade and prerequisite skills needed for the current grades initial tasks. Data will also be utilize to identify the deficiencies of Level 1 students and decide how to being addressing the students' impediments.
2. Common Planning Math Teams which is comprised of 3-5 Teachers will meet to discuss students' work once a week during the Common prep periods, which is scheduled into teacher programs and continue their discussions and analysis during the a portion of Wednesday morning Math Department meetings .
3. Through Monthly faculty meetings, PLC's, Election Day professional development and constant conferencing with Administration, Teachers will enhance their comprehension of the Citywide Instructional Expectations.
4. Through the Measure of Teaching Practice, teachers will have multiple formal and informal observations to analyze their pedagogy based on the Danielson 22 components of Highly Effective Teaching.
5. Professional Learning Communities are academy-specific and allow teachers to receive the necessary professional development in the Danielson Frameworks, Measures of Student Learning, Citywide Instructional Expectations and Measures of Teaching Practices. PLCs meet once a week and are scheduled into teacher programs.
6. Through funds provided by SAM # 72, beginning January 7th, 2014 students that achieved a Level 1 on the 2012-13 State Common Core Mathematics exam will be provided small group tutoring to analyze and address deficiencies on Wednesdays and Fridays afterschool for 2 hours.
7. Teachers will designate 2 periods or 25% of the class instructional week to intervention based on class progress and commonalities in

students' struggles.

8. During the teachers designated intervention periods, MathXI will be utilized to differentiate instruction and provide additional opportunities for performance growth and skill development.

Strategies to Increase Parental Involvement

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

1. Teachers providing families with initial information on the students' previous year's performance, performance on the initial assessment and goals for addressing their deficiencies during the year. This can be done through letters or Skedula.
2. Teachers will correspond with parents through Skedula to provide updated information on progress and next steps for success.
3. Directing the families to the NYCDOE website to review parent information on understanding the Citywide instructional shifts.
4. Directing the families to the NYCDOE website to review parent information on understanding the Measure of Teacher Effectiveness.
5. Teachers will correspond with parents through Skedula to provide updated information on progress and next steps for success.
6. Through funds provided by SAM # 88, families of Level 1 students have the opportunity to have a one on one 30 minute conference with a designated Teacher on students' previous performance level, current progress and next steps to ensure growth.
7. Teachers will correspond with parents through Skedula to provide updated information on progress and next steps for success.
8. Parents will be provided with the student account information of their child, so learning can continue at home. In addition, parents will be provided information on how to monitor their child learning to ensure the student remains on task.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

During the 2013-2014 school year, there will be a 0.5% increase in total student attendance resulting in a 94.1% attendance rate.

Comprehensive Needs Assessment

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

As per the NYCDOE Progress Report 2012-13, Seth Low I.S. 96 attained a 93.6 % student attendance rate. This compared to 65.6% of our peer (schools) range and 58.6% of the city range. In addition, Seth Low I.S. 96 had a 15.6% chronic absentee rate (Attendance Tool Report, CFN 533). Chronic absentees "hit" multiple subgroups (i.e. Black, Latino, Male and Students with Disabilities) and were prevalent across grade levels (RAMO, ATS attendance report).

Instructional Strategies/Activities

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

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

The Response To Intervention (RTI) Model is the research-based instructional strategy that will be used to achieve this goal. It offers tiered/targeted

interventions using a common language designed to enhance a school's overall functioning by promoting effective habits and practices for all members of the school community.

C. Strategies/activities that encompass the needs of identified subgroups

1. Mentor teacher – student pairing; each student is paired with a teacher who knows the child and is available to the child when needs or concerns arise.
2. Common Planning Meetings (weekly); regularly-scheduled CPMs focus on student work/performance on assessments, student levels of engagement, and at-risk, including attendance/lateness, behaviors.
3. Guidance Hearings; are held when student's academic performance and/or attendance/lateness issues result in not meeting CCLS.
4. Professional Learning Communities (weekly); regularly-scheduled PLCs offer professional development with a focus on alignment of teaching competencies to the CCLS utilizing UDL and UbD principles, to establish effective/highly-effective teaching and learning practices to engage all students.
5. Assembly Periods (weekly); regularly-scheduled assembly periods allow the Deans to disseminate important information (i.e. Chancellor's Discipline Code including bullying and pupil-pupil sexual harassment; Attendance/Lateness Policy; Grading Policy; Emergency Drills).
6. Attendance Committee Meetings (monthly); regularly-scheduled ACMs focus on attendance data (subgroup) and address trends/concerns through Response to Intervention (RTI) practices.
7. Response to Intervention Practices; incentives/recognition for 100% daily attendance by class, Weekly Class Attendance Honor Roll (classes with greater than or equal to 95% attendance for the week), and Perfect Attendance Honor Roll (updated monthly and including all students with 100% attendance and no lateness since the start of the school year); recognition of students at assemblies, trips and parties will also take place.
8. AIDP Success Mentor Program (due to begin in December 2013); at-risk and chronic absentees (students with 20 or more absences during the previous school year) will participate in an afterschool program led by adult mentors from The Leadership Program (CBO), two days/week, focusing on building self-esteem, leadership skills and responsibilities of a select cohort (30 students) of at-risk and chronic absentees in a supportive peer environment. Sessions will be available for boys and girls respectively, with a combined group session taking place as well. The Leadership Program will also provide parent workshops to engage and support families in gaining a better understanding of student attendance issues and to promote and recognize positive educational, social, cultural and recreational school activities.

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

1. Highly-qualified teachers
2. Highly-qualified teachers; programming of common prep periods
3. Assistant Principal, Dean, Family Assistant, Guidance Counselor and highly-qualified teachers

4. Assistant Principals, UFT Teacher Center liaison and highly-qualified teachers; programming of PLC periods
5. Deans; scheduling of assembly periods into student programs (PLCs occur at this time)
6. Principal, A.P.s/Attendance Coordinator, Deans, Family Assistants, Guidance Counselor, School Assessment Team member, Parent Coordinator
7. All staff
8. All staff; The Leadership Program (CBO) partners/adult mentors

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

1. One-to-one conferencing, RDAL (daily attendance/lateness report), Skedula (daily pupil attendance entries by subject teachers) and weekly CPMs
2. Quarterly reports, weekly CPMs, daily attendance reports and Skedula
3. Progress reports, quarterly reports and weekly CPMs, daily attendance and Individual Student Attendance (RISA) reports
4. Informal and formal observations, weekly CPMs and PLC meetings
5. Daily attendance/lateness and weekly attendance reports (RSCA)
6. Current Year Monthly Attendance (RYMA) reports (maintenance of 94.1% or greater attendance rate), RGAR (grade attendance report with general and special education data), RSAL, RPCA, RYIS and R4RR (Form 407) reports
7. RDAL(daily), RSCA (weekly), quarterly reports, Skedula, weekly CPMs, Attendance Committee review of data (monthly), weekly PLCs (integration of Success Mentor Program through feedback)
8. Number of students participating on respective days of program; weekly check of cohort (at-risk and chronic absentees) by Family Assistants, RISA, progress and quarterly reports

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

1. September 2013- June 2014

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

1. Seth Low I.S. 96 is divided into three separate academies. Each academy has its own set of core teachers/mentors. Individual students meet and conference with their assigned mentor (15-20/teacher) on an on-going basis to ensure each student's needs/concerns are addressed. Mentor teachers act as liaisons to other adults in the school community (i.e. parents, family assistants, other core teachers, deans and guidance counselor).
2. Common Planning Teams are inquiry teams comprised of 3-5 teachers who meet weekly to discuss student work. This focus aligns to the Citywide Instructional Expectations' literacy shifts in all core subjects and school goals. Common prep periods are scheduled into teacher programs.

3. Guidance hearings are part of the “ladder of referral” and involve key staff to work with student and /or family in rectifying persistent behaviors/habits that impact negatively upon the student’s academic performance and/or social development. Guidance hearings are scheduled on an as-needed basis.
4. Professional Learning Communities are academy-specific and allow teachers to receive the necessary professional development in the Danielson Frameworks, Measures of Student Learning, Citywide Instructional Expectations and Measures of Teaching Practices. PLCs meet once a week and are scheduled into teacher programs; Students in respective academies have their assembly period programmed at same time.
5. Assembly periods for students in respective academies are scheduled once a week and allow PLCs to take place. Deans facilitate the topics discussed/viewed during the assembly periods.
6. The Attendance Committee is comprised of the Principal, Assistant Principals, Deans, Guidance Counselor, School Psychologist, a Family Assistant and the Parent Coordinator and meets once/month. Representatives affiliated with the AIDP Success Mentor Program (i.e. The Children’s Aid Society) have also participated.
7. Response To Intervention practices are discussed at common planning meetings, PLCs and Attendance Committee meetings.
8. The AIDP Success Mentor Afterschool Program will involve two adult mentors (external CBO) and approximately 30 students (male and female). The Young Men’s Group will meet on Tuesdays, The Young Women’s Group on Wednesdays, and a joint session of boys and girls on Thursdays (two hour sessions on each of three days). An Assistant Principal will supervise the program and will receive the per session rate.

Strategies to Increase Parental Involvement

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

1. 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
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. Providing parent workshops through The Leadership Program to engage and support families in gaining a better understanding of student attendance issues and to promote positive educational, social, cultural and recreational school activities for their children

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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|--|
| 9. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| 10. Key personnel and other resources used to implement each strategy/activity |
| 6. |
| 11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| 12. Timeline for implementation and completion including start and end dates |
| 1. |
| 13. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. |

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
	Tax Levy	Title IA	Title IIA	Title III	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.							

	<p>we use the following programs:</p> <p>-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.</p> <p>-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>5. Differentiated Instruction: Teachers use student data to tailor tasks and products to address students’ areas of weakness and build upon their strengths.</p> <p>6. Saturday Academy: An intervention program designed to improve students’ vocabulary and exposure to complex text.</p> <p>7. MSQI Initiative: Tiered Interventions. Including:</p> <p>-Achieve 3000: provides web-based, individualized learning solutions</p>	<p>groups.</p> <p>5. Small group in class</p> <p>6. Small group</p> <p>7. Blended learning model in small groups</p>	<p>5. This takes place during the school day.</p> <p>6. This takes place after school on weekends.</p> <p>7. This takes place during the school day.</p>
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	<p>teaching strategies, or who may require multisensory language instruction.</p> <p>-Word Generations-</p> <p>Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program employs several strategies to ensure that students learn words in a variety of contexts. The Word Generation program focuses on academic vocabulary, i.e., words that students are likely to encounter in textbooks and on tests, but not in spoken language.</p> <p>8. Extended Day Independent Reading:</p> <p>On Tuesday and Thursday, extended day students receive time for independent reading. Students are encouraged to select books of personal interest to them and answer relevant questions about their reading. This is aligned to both the Citywide Instructional Expectations and the Literacy Shifts in ELA.</p> <p>9. Level 1 Small Group Instruction:</p> <p>Small group differentiated instruction after school. Improves students' ELA skills by utilizing direct, explicit instruction and modeling of Reading strategies. Students practice and apply these strategies and skills by completing and modeling several levels of Reading and Writing..</p>	<p>Whole Class</p> <p>8. Small Group</p> <p>9. Small Group</p>	<p>Takes place during the school day</p> <p>8. Takes place during designated extended day periods</p> <p>9. Takes place after school</p>
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<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. 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 Math content and allows teachers to individual lessons to students' strengths and weaknesses. Improves students' skills needed for the Math State Exam. -Math XL: is a powerful online homework, tutorial, and assessment system that accompanies Pearson Education's textbooks in mathematics or statistics. Since 2001, MathXL, along with MyMathLab and MyStatLab, have helped over 5 million students succeed at more than 1,850 colleges and 	<p>1. Small group</p> <p>2. Blended learning model in small groups.</p>	<p>1. This takes place during the school day.</p> <p>2. This takes place during the school day and at home.</p>
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	<p>universities. MathXL engages students in active learning—it’s modular, self-paced, accessible anywhere with Web access, and adaptable to each student’s learning style—and instructors can easily customize MathXL to better meet their students’ needs.</p> <p>3. Salvadori: Hands- on Project- based Architecture and Mathematics program aligned with CCLS.</p> <p>4. Differentiated Instruction: Teachers use student data to tailor tasks and products to address students’ areas of weakness and build upon their strengths. Teachers use manipulatives to access multiple entry points.</p> <p>5. Saturday Academy: An intervention program designed to reinforce strategies and test taking skills.</p> <p>6. Word Generations-</p> <p>Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program employs several strategies to ensure that students learn words in a variety of contexts. The Word Generation program focuses on academic vocabulary, i.e., words that students are likely to encounter in textbooks and on</p>	<p>3. Small group</p> <p>4. Small groups</p> <p>5. Small groups</p> <p>6. Whole class</p>	<p>3. This takes place during the school day.</p> <p>4. This takes place during the school day.</p> <p>5. This takes place after school on weekends.</p> <p>6. This takes place during the school day.</p> <p>7. This takes place during the school</p>
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	<p>tests, but not in spoken language.</p> <p>7. Math Solutions: has stressed the use of higher order cognitive mathematics problems over rote memorization. The focus moves away from a different topic each day into work that connects many concepts into a more complex and rigorous problem. In the classroom, math teachers can utilize open-ended math questions, projects, and discovery-based activities in order to make deeper connections within the math.</p> <p>8. Extended Day Independent Reading:</p> <p>On Tuesday and Thursday, extended day students receive time for independent reading. Students are encouraged to select books of personal interest to them and answer relevant questions about their reading. This is aligned to both the Citywide Instructional Expectations and the Literacy Shifts in ELA.</p> <p>9. Level 1 Small Group Instruction: Small group differentiated instruction after school. 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</p>	<p>7. Small group</p> <p>8. Small Group</p> <p>9. Small Group</p>	<p>day.</p> <p>8. Takes place during designated extended day periods</p> <p>9. Takes place after school.</p>
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	<p>activities focusing on NYS Intermediate Level Science Exam performance standards.</p> <p>4. 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>5. Extended Day Independent Reading:</p> <p>On Tuesday and Thursday, extended day students receive time for independent reading. Students are encouraged to select books of personal interest to them and answer relevant questions about their reading. This is aligned to both the Citywide Instructional Expectations and the Literacy Shifts in ELA.</p>	<p>3. Whole Class</p> <p>4. Small Group</p> <p>5. Small Group</p>	<p>4. This takes place during the school day, after school and on weekends.</p> <p>5. Takes place during designated extended day periods.</p>
<p>Social Studies</p>	<p>1. Shared Reading: an instructional approach in which the teacher explicitly models the strategies and skills of proficient readers. With this instructional technique, students have an opportunity to gradually assume more responsibility for the reading as their skill level and confidence increase. Shared reading also provides a safe learning environment for students to practice the reading behaviors of</p>	<p>1. Whole class</p>	<p>1. This is done during the school day.</p>

	<p>and help students verbalize through student-created Q&R (questioning and responding) activities.</p> <p>5. Extended Day Independent Reading:</p> <p>On Tuesday and Thursday, extended day students receive time for independent reading. Students are encouraged to select books of personal interest to them and answer relevant questions about their reading. This is aligned to both the Citywide Instructional Expectations and the Literacy Shifts in ELA.</p>	<p>5. Small Group</p>	<p>5. Takes place during designated extended day periods.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>1. Guidance Counselor: One to One and small group counseling to address students' behavior or social issues that may impact on academics; Crisis intervention, conflict resolution and mediation; Parent conferences and referrals to school, district, and community programs; Career counseling and facilitation of the High School admissions process. At risk counseling provided for 8th grade holdovers; targeting social and academic issues related to being over age.</p> <p>2. School Psychologist: One to One counseling to address student's behavioral or social issues that may impact on academics. Parent consultations and referrals to school,</p>	<p>1. Small group or one to one</p> <p>2. Small group or one to one.</p>	<p>1. During the school day.</p> <p>2. During the school day</p>

	<p>district and community programs</p> <p>Evaluations and recommendations for additional services or programs</p> <p>3. Social Worker: Through group and individual counseling, students are given tools to improve their social and psychological functioning to maximize their well-being and academics. Discussions of misbehavior in class, and truancy are provided in both settings. Recommendations of outside counseling and testing for other support services within the DOE are provided. Teachers are also advised on how to cope with students who have issues that are being addressed in therapy. This service is provided by both our DOE social worker and our onsite social workers through PSCH, an outside agency.</p> <p>4. Health Related at Risk Services provided by the school nurse: 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>	<p>3. Small group or one to one.</p> <p>4. One to One</p>	<p>3. During the school day</p> <p>4. During the school day</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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. • Open market transfers • Reviewing the 2012-2013 New York State-Provided Growth data with subgroup break down to ensure effective or highly effective teachers • Professional development in the Understanding by Design (UBD) Framework • Professional development re: Common Core Learning Standards (CCLS) through affiliations/partnerships with network (CFN 533) and educational institutions (i.e. Salvadori Center) • Collaborative professional development plans • Incorporation and use of technology-based programs (CMP3, ilearn Aventa) • Ongoing professional development to ensure that all teachers are privy to the most current practices and research

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Individual professional development plans based on teacher self assessments and administrator observations.</p> <p>Creation of a yearlong professional development calendar that functions as a living document and is updated based on teacher need including alignment to CCSS and Danielson.</p> <p>Use of teacher feedback forms and periodic surveys for a needs assessment snapshot at various points throughout the year</p> <p>Use of CFN, individual vendor personnel and administration to deliver high quality professional development in alignment with CCSS and our school's CEP goals</p> <p>Release time for teachers and staff to attend outside professional development that is offered from affiliations including but not limited UFT, CSA, DC-37, Urban Advantage, Ilearn, CMP3 & Expeditionary Learning.</p>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
A set aside of Title I funds is made for students in temporary housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers collaborate with the administration to form the MOSL committee to analyze, discuss and decide on the local measure of student growth as per the Measure of Teacher Effectiveness.

English Teacher teams collaborate to create multiple choice assessments to supplement the writing based only assessments provided by the curriculum to ensure students have stamina and skills to perform on all parts of the Common Core State Examination.

Teachers collaborate on the depth of knowledge of each component of the curriculum and decide on necessary adaptations to enhance the rigor or further scaffold the task to ensure that students' performance level can be appropriately measured.

Teacher leaders are chosen in each subject area to lead common planning meetings, create and monitor assessments and rubrics and act as a liaison to subject area supervisors.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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.

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

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

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 096
School Name Seth Low IS 96		

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

Principal Denise Sandra Levinsky	Assistant Principal Erin Lynch
Coach Cynthia Sow	Coach type here
ESL Teacher Norma Aulet	Guidance Counselor Kinyetta Hunter
Teacher/Subject Area Helen Torres	Parent Shamila Nawaz
Teacher/Subject Area Kathi Andino	Parent Coordinator Denise McLain
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	711	Total number of ELLs	171	ELLs as share of total student population (%)	24.05%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class							3	6	6					15
self-contained							1	1	1					3
Total	0	0	0	0	0	0	4	7	7	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	171	Newcomers (ELLs receiving service 0-3 years)	106	ELL Students with Disabilities	39
SIFE	13	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	30

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	106	9	3	35	4	16	30	0	20	171
Total	106	9	3	35	4	16	30	0	20	171

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	14	9					32
Chinese							14	17	25					56
Russian							7	15	9					31
Bengali														0
Urdu								4	6					10
Arabic							4	2	2					8
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish							1							1
Albanian							3	3	1					7
Other							13	4	8					25
TOTAL	0	0	0	0	0	0	51	59	61	0	0	0	0	171

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							15	18	18					51

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							7	7	18					32
Advanced (A)							29	34	25					88
Total	0	0	0	0	0	0	51	59	61	0	0	0	0	171

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	20	11	0	0	31
7	36	5	0	0	41
8	41	4	0	0	45
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	30		9		4		1		44
7	27		21		4		0		52
8	35		12		4		2		53
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
1. The ESL teachers will be using W.R.A.P. kits and DRP 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels reveal that across grades students make progress until they become advanced. Students spend more years at the advanced level than any other level. In the 6th and 7th grades the majority of students are at the advanced level. However, in the 8th grade more than half of the students are at the Beginner/Intermediate level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. 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?

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

 - 91 ELL students are performing at a Level 1
 - 20 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:

 - 92 ELL students are performing at a Level 1
 - 42 ELL students are performing at a Level 2
 - 12 ELL students are performing at a Level 3
 - 3 ELL students are performing at a Level 4

The overall results indicate that ELL students 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.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
IS 96 is an MSQI (Middle School Quality Initiative) school. The initiative includes testing all students, including ELLs, using the DRP exam. We then use the results to determine if students need further screening for a tier 2 or tier 3 intervention. We use the WRAP assessment and various Wilson assessments to determine what level of intervention is needed. Our tier 2 interventions include Achieve 3000, Guided Reading and shared Reading classes. Our tier 3 interventions include Wilson and Wilson Just Words.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All populations in our school are represented on our instructional team including ESL. All instructional decisions are made by the this team so the ESL population holds a equal share in the decision making process. On a classroom level teachers have common planning time with teams of teacher that include ESL teachers. The ESL teachers support the content area teachers in their instructional decisions to include second language development in their planning process.
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- 2012 NYS ELA Exam resulted in IS 96 not making safe harbor in ELA for the 2011-2012 school year. As compared to the ELA exam ELL students are performing better in the NYS Math Exam. The ELL students made AYP for Math and Safe Harbor for Science for 2012. The inquiry team is currently examining the results of ELL periodic Assessments to find the needs of these students who in turn disseminate the information to the subject area teachers. ESL teachers also review the data to drive instruction within the classroom.
- IS 96 continues to evaluate the success of our ESL program by analyzing performance data on the NYSESLAT Exam each year. The goal of our program is to accelerate academic language and literacy development to ensure that student success.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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.
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.
 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Entitlement letters, Continued 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 all forms are returned. All forms are kept on file in the school.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. The ATS reports that are used to ensure that all eligible students take the NYSESLAT are: RDGS, RLER, RLAT, BESIS, 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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
6. 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. The program model at IS 96 is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 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. 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)?
 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. IS 96 uses the ELL Periodic Assessment as well as our own assessment, both mirror the NYSESLAT, to evaluate and track student progress within the 4 modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 6. 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 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.

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

7. 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 student's 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.

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

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
- Title III after-school program 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.

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:			

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

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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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

9. 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 Generation, a program designed to support language acquisition, 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

10. Our current program proves to be effective in the data we collect. We track student progress using baseline and unit assessments. What we reveal in our informal assessments translated in to progress on the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?

11. For the upcoming school year, we are training staff on the use of various individualized computer based programs: iLearn, Aventa, Classroom Inc. We are looking at our current "Inside" National Geographic Curriculum and comparing it to the new edition of the curriculum. We will be choosing certain areas to upgrade to the new edition.
12. What programs/services for ELLs will be discontinued and why?

12. After a careful look at data we decided to discontinue the push-in model. Student gains were not as significant as the others who were serviced in the pull out and self contained models.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. All ELL students are invited to attend after-school programs housed at Seth Low: FIAO Beacon Center, CHAMPS, Title III and all other academic intervention programs. 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 Intervention 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. All applications and notices sent home are translated into several languages.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. 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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. 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.
18. What language electives are offered to ELLs?

18. Language electives offered to ELL students include Spanish and Chinese.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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 including ESL teachers have and will continue to have ongoing training in Common Core. ESL teachers attend ELA department meeting weekly to ensure that they too are aligning their lesson to the Common Core. The content area teachers are sent to professional development through the MSQI Initiative and CEI-PEA. Additionally during department meetings and common planning content area teachers meet and plan with the ESL teachers. The ESL teachers support and share best practices with them so that they can differentiate and plan accordingly to meet the needs of ESL students while aligning to the Common Core.

3. 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.

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **21K096** School Name: **Seth Low IS 96**

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 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: 33% Chinese; 19% Spanish; and 18% Russian. Lower incidence home languages include Urdu, Uzbek and Arabic. These findings are communicated to the school community through School Leadership Team meetings, staff meeting, 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 language. School documents are sent home with the an attachment, in Arabic, Bengali, Haitian Creole, Korean, Russian, Spanish and Urdu, that states, "To obtain a translation of this document please see a staff memebr." When a parent requests translation we first utilize staff who speak other languages and then use the Translation and Interpretation Unit Hotline. 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 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. We also use translation funds to hire translators for Parent Teacher Conferences. The Parent Coordinator implements a system for teachers to request translation. The dedicated phone number for translation is also used by teachers during Parent Teacher Conferences.

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 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 IS 96 has posted at the main entrance the availability of interpretation services. All communication has a footer attached informing parents of translation services provided. Seth Low IS 96 sends messages home using the "School Messenger System" in the home language as indicated on the HLIS.

2012-13 Comprehensive Education Plan (CEP)

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): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 170 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

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 2012 NYSESLAT Exam. This sub-group represents a majority of students performing at a level 1 & 2 on the NYS ELA exam. The rationale for the program was determined by reviewing the RNMR report in ATS, conferencing with teachers and reviewing the ELA data from spring 2012. After careful review of the RNMR report it became evident that the majority of ELL students in the building were deficient in writing and reading, with poor performance on each of the two modalities. 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 City wide instructional expectations. The program will incorporate using Achieve 3000 to assess readability levels and guided reading to target comprehension deficiencies. We will also include the writing process to target strengths and weaknesses found within our Title III program. Six teachers will be utilized for the Title III program at a cost of \$49.89 per hour including fringe. The Title III after school and Saturday program will support as many as students as possible; we service approximately 170 ESL students currently.

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. The teachers will also engage in a year long professional development provided by Achieve 3000 to incorporate best practices into their planning. Teachers will engage in weekly department meetings as well as weekly professional learning community meetings where best practices and ESL methodology will be a focal point. Professional development which is both in-house and external through consultants is on going and will take place for the remainder of the 2012-2013

Part C: Professional Development

school year. We will continue to support our staff with workshops presented by OELL and network consultants such as Randy Soderman and Mildred Cordova. The teachers will be receiving professional development regarding ESL push in/pull out model of collaborative instruction and planning.

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 Connection, 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 home language as designated by the HLIS), back pack notices, mailings, emails (by parent coordinator), etc. Professional development which is both in-house and external through consultants is on going and will take place for the remainder of the 2012-2013 school year.

Part E: Budget

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

Allocation Amount: \$18392

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 		

Part E: Budget

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

Allocation Amount: \$18392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		