

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** SETH LOW IS 96  
**DBN (i.e. 01M001):** 21K096  
**Principal:** ERIN LYNCH  
**Principal Email:** ELYNCH3@SCHOOL.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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Erin Lynch	*Principal or Designee	
Sokol Muja	*UFT Chapter Leader or Designee	
Christina Lorenzo	*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	
Eileen Herr	Member/ CSA Representative	
Dominica Bernabe Fiume	Member/ Teacher	
Corinne Kaufman	Member/ Teacher	
Shamila Nawaz	Member/ Parent	
Helen Torres	Member/ Teacher	
Eilat Ohlman Dawn Millea Maria Barreno Yizhen Wang Miriam Soto	Member/ Parent Member/Parent Member/Parent Member/Parent Member/Parent	

\*\*Signature of constituent only indicates participation in the development of the CEP, 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>X</b>	<ul style="list-style-type: none"><li>▪ Annual Goal</li><li>▪ Comprehensive Needs Assessment</li><li>▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal</li><li>▪ Budget &amp; Resource Alignment section (indicating all funding sources)</li></ul>
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## **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 2014-2015 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 Winter 2014) 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 writing samples to support their claim or focus statement citing textual evidence to increase test levels.

Students will be able to show measurable growth in their ability to read multiple texts and respond to performance tasks using details from texts to demonstrate understanding. Scaffold and differentiation will be ongoing to give all students entry points and access to curriculum.

### **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. Pre and Post “On Demand Writing” added to the curriculum for each form of writing.
2. Small group literacy instruction with Highly Qualified Reading Specialists
3. Administration of MOSL( pre and post) , ELAP and State Exams.
4. Highly Qualified ESL teachers using the push-in model for content areas
5. Use of MYON and Imagine Learning
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
11. 6-2 model in which students have 6 periods of core instruction and 2 periods of intervention or enrichment. Groupings are determined as a result of the “Looking at Student Work Protocol” and tracking sheets.

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

1. 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

teacher reflection, student assessment and implementation of scaffolds and protocols. 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. Baseline and progress assessments for all intervention services and afterschool programs.
4. DRP and WRAP Assessments 3 times a year.

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

1. September 2014- June 2015

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

1. Programming includes the 6-2 model in which students have 6 periods of core instruction and 2 periods of intervention or enrichment. Groupings are determined from "Looking at Student Work Protocol" and tracking sheets.
2. Programming of pull out intervention periods for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.
3. Testing coordinator to organize all DRP, MOSL and ELAP exams.
4. Reading specialists to execute pull out 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 articulation team and 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.;
- Incorporating Seth Low PRIDE as a Positive Behavior Intervention System and to increase parent involvement through family activities.
- Parent workshops have been designed by the parent coordinator and administration.

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***Budget and Resource Alignment***

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

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

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## **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 2014-2015 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 Winter 2014) and the 2011, 2012 & 2013 and 2014 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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

- Differentiated instruction throughout the content areas;
- Increase academic and content vocabulary;
- 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;
- New Curriculum planned based on the model of Expeditionary Learning for students to increase their time working with novels and complex text;
- 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.

#### **2. 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

#### **3. 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.

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

5. September 2014- June 2015

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

1. Programming of exclusive intervention periods for 6<sup>th</sup> grade.
2. Programming of pull out intervention periods for 7<sup>th</sup> and 8<sup>th</sup> 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.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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.

By June 2015, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 2 & 3 on the NYS Math assessment.

#### **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 2014 New York State Common Core Mathematics examination, Seth Low's average score of 2.59 was an increase from the 2013 average score of 2.47. Seth Low's growth exceeded standards in comparison to peer schools (School Quality Snapshot). With 30% of Seth Low students scoring proficient on the exam, the school remained on par with the city's average of 29% proficient (School Quality Snapshot). In addition, despite having 18% proficiency rate entering 8<sup>th</sup> grade last year, approximately 35% of last year's 8<sup>th</sup> grade students scored proficient on the 2014 exam. The grade's average of 2.68 (School Quality Snapshot) surpassed the city's 8<sup>th</sup> grade average of 2.47 (ARIS). According to nycschoolsblog.com, Seth Low ranked 4<sup>th</sup> out of 16 public middle schools in District 21. Despite displaying growth from 2012-2013 to 2013-2014, there were a myriad of students that performed well below the proficiency level. Seth Low's 2014 proficiency rate of 30% was significantly lower than the district average of 50%. None of the 54 self-contained Students with Disabilities scored proficient on the exam. 47% of English Language Learners (ELL) achieved a level 1 on the 2014 state exam (CFN 533). ELL students represented 25% of the population, which illustrates the challenge of enhancing overall students' performance. According to ARIS and ATS, 57 out of the 180 current 6<sup>th</sup> graders and 59 out of the 208 current 7<sup>th</sup> graders scored below standards on the State exam. According to ARIS and the School Quality Snapshot, approximately 75% of the current 8<sup>th</sup> grade population was not proficient. 102 of these students achieved a level 1 on the exam (ARIS). According to nycschoolsblog.com, based on their 7<sup>th</sup> grade performance, Seth Low was tied for the 3<sup>rd</sup> highest percentage of Level 1 students in District 21 and ranked 12<sup>th</sup> out of 16 public middle schools. According to ARIS, of the 9 current 8<sup>th</sup> grade classes, only 2 have a class average over a level 3 and 1 class has an average over level 2. The remaining 6 classes have averages that range from 1.77 to 1.99. The Totality of this data illustrates 218 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.

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

Teachers will ensure that the students that did not perform proficient on the 2014 New York State Mathematics examination have optimum opportunity for success 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. This 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 tasks, which will provide the students with the maximum opportunity for growth during the 2014 Common Core State Mathematics Examination.

1. Administration of Measure of Student Learning baseline assessment, in addition to teacher created initial assessments 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 development session with a focus on the alignment of teaching competencies to the CCLS utilizing UDL, UBD, etc. principles, to establish effective/highly-effective teaching and learning practices to engage all students.

6. Academic Intervention Service afterschool program, which provides additional instructional support in a small group setting for students who did not score proficient on the Mathematics 2014 State Common Core exam or have been identified by their teachers as being deficient in necessary prerequisite skills.
7. Teachers utilizing 2 periods a week for intervention (6:2 Model) to address deficiencies, build the prerequisite skills needed for rigorous tasks, implement lesson adaptations decided in common planning and analysis of tracking sheets

**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. Highly-qualified teachers
5. Assistant Principal ,Highly-qualified teachers and Curriculum planning team
6. Assistant Principal ,Highly-qualified teachers a, Curriculum planning team and School based data specialist
7. Highly-qualified teachers

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

1. Tracking sheets, MOSL data and initial grouping for the 6:2 model.
2. Common planning sheets, Formal and informal observations
3. Analysis of Advance data , Formal and informal observations
4. Implementation of strategies discussed during observation feedback sessions.
5. Formal and Informal observations
6. Tracking sheets, AIS program's assessments
7. Quarterly Progress reports, Skedula data and teacher created tracking sheets

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

1. September 2014 – June 2015

**E. 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, in addition to the data compiled from the MOSL baseline assessment. Data will also be utilize to identify the deficiencies of the 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 are scheduled into teacher's programs. Teachers will utilize data to group students for the 6:2 model and drive the instruction for each group. Discussions and analysis will continue during the Math Department meetings
3. Through the Measure of Teaching Practice, analyzing data from observations and feedback from teacher surveys.
4. Through the Measure of Teaching Practice, teachers will have multiple formal and informal observations to analyze their pedagogy based on the Danielson 8 components of Highly Effective Teaching.
5. Through weekly professional development, Election Day professional development and constant conferencing with Administration, Teachers will enhance their comprehension of the Citywide Instructional Expectations.
6. Through Tax Levy funds and a grant from Senator Felder, beginning December 10<sup>th</sup>, 2014 students that achieved below the proficiency level on the 2014 State Common Core Mathematics exam, in addition to have been identified as a struggling learner through analysis of tracking sheets will be provided small group tutoring to analyze and address deficiencies on Wednesdays and Thursdays afterschool for 2 hours.
7. Teachers will designate 2 periods or 25% of the class instructional week to intervention based on classes called the "6:2 model". During these periods, students will be group according to performance levels and tasks will meet students at their individual needs and track student progress and/or commonalities in students' struggles.

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. Teachers will meet with parents during September, November, March and May for parent-teacher conferences.
7. 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
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List any additional fund sources your school is using to support the instructional goal below.

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## **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 2014-2015 school year, there will be a 1% increase in total student attendance resulting in a 94.3% 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 2013-14 School Quality Report, Seth Low I.S. 96 attained a 93.3% student attendance rate (93.6% attendance rate, SY 2012-13). This compared to 59.2% of our peer (schools) range and 56.8% of the city range (65.6% peer range and 58.6% city range, SY 2012-13). In addition, Seth Low I.S. 96 had a 13.1% chronic absentee rate (15.6% chronic absentee rate, SY 2012-13; 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.

#### **7. Strategies/activities that encompass the needs of identified subgroups**

1. Mentor-student pairing; each student is paired with a staff member 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. Assembly Periods; scheduled assembly periods allow 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).
5. Attendance Committee Meetings (monthly); regularly-scheduled ACMs focus on attendance data (subgroup) and address trends/concerns through Response to Intervention (RTI) practices.
6. 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.
7. AIDP Success Mentor Program (began in December 2013); at-risk and chronic absentees (students with 20 or more absences during the previous school year) will participate in an afterschool Young men's Club led by an adult mentor from The Leadership Program (CBO), one day/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. 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.

#### **8. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principals, Deans, Guidance Counselor and 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. Deans and highly-qualified teachers
5. Principal, A.P.s/Attendance Coordinator, Deans, Family Assistants, Guidance Counselor, School Assessment Team member, Parent Coordinator

6. All staff

7. All staff; The Leadership Program (CBO) partners/adult mentors

**9. 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. Daily attendance/lateness and weekly attendance reports (RSCA)
5. 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
6. RDAL(daily), RSCA (weekly), quarterly reports, Skedula, weekly CPMs, Attendance Committee review of data and integration of Success Mentor Program through feedback (monthly).
7. 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

**10. Timeline for implementation and completion including start and end dates**

1. September 2014-June 2015

**11. 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 an Assistant Principal, Dean, Core Teachers, and Family Assistant. Each academy is a family unit establishing and maintaining communication throughout the school community.
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. Scheduled assembly periods for students; Deans facilitate the topics discussed/viewed.
5. 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 have also participated.
6. Response To Intervention practices are discussed at common planning meetings and Attendance Committee meetings.
7. The AIDP Success Mentor During and After school Programs address 6<sup>th</sup> Grade classes and a select cohort of students (all grades), respectively. A Success Mentor meets during and after school on Wednesdays. 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.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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.

By June 2015, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for all learners, with a specific focus for ELLs and SWDs.

### **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 the spring of 2014, teacher teams met to review each subject's curriculum and made necessary adaptations to ensure alignment with Common Core Learning Standards (CCLS) and the Instructional Shifts. In mathematics, teachers met in grade teams to conduct a gap analysis of the curricula, Connected Mathematics Project 3 (CMP3). Utilizing the New York City Scope and Sequence, as per CMP3, the New York State Common Core curriculum map and the major clusters of the State examination, as per Engage NY and teacher reflections, our curriculum was created with a greater emphasis on providing students with the opportunity to practice acquiring the prerequisite skills necessary to complete complex CCLS tasks. Components from the CCLS aligned curriculum, Ready NY, were infused to provide additional resources to address the gaps that were discovered. In addition, lessons that were not pertinent to the grade were omitted. In ELA, after noticing that the pacing calendar for the curriculum, which is Expeditionary Learning, did not meet the needs of the school, the lessons were shortened or adjusted to meet the needs of our students and better align to the CCLS. In addition, teachers included more writing prompts and comparing texts, incorporated On Demand Writing for pretest and posttest, units of genres of writing and created multiple choice questions to be included in the Expeditionary Learning assessments. In science and social studies, writing tasks were embedded with rubrics to reinforce our school's instructional focus on enhancing students' writing, which aligns to the ELA/Literacy Instructional Shifts. To assist the science and social studies departments in this process, we have partnered with Reading Apprenticeship through MSQI, which helps the teachers shift from using the textbook to using more complex text by teaching content area teachers how to teach reading.

### **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**

Teacher teams will meet once a week during common planning periods to assess the impact of the curriculum or adaptations made to the curriculum. During the meetings, teachers will analyze sample student work and review tracking sheets to uncover and discuss commonalities in student struggles, discuss best practices to address these identified impasses and make revisions to the curriculum map, lessons, projects or assessments. The teachers will utilize what was discovered during these meetings to drive instruction during the intervention periods of the 6:2 Model. In addition, curriculum writing teams will meet periodically afterschool and on selected Saturdays to ensure that curriculum maps have supplemental resources infused to address any gaps in the curriculum alignment with the NYS Learning Standards and/or CCLS, based on continuous analysis of tracking sheets and weekly common planning discussions.

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

1. Common Planning Meetings, which focuses on analyzing sample student work and reviewing tracking sheets to uncover trends to drive instruction and ensure students have multiple entry points.
2. Curriculum writing teams meeting periodically afterschool to create and analyze tracking sheet, update curriculum maps and make continuous adaptations to lesson plans and curriculum based on data to meet the students at their designated level. In addition, create curriculums for Academic Intervention Services program beginning in December, Saturday Academy that beginning in February, in addition to the intervention periods.
3. Parallel programmed classes in ELA and mathematics to construct the "6:2 Model" in which classes have six periods of instruction with their regular class and for two periods they're placed in intervention groups based on performance level. The instructional focus of the "6:2" is to reinforce the prerequisite

skills needed to complete the tasks during regular class periods.

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

1. Highly-qualified teachers
2. Assistant Principal, Highly qualified teachers.
3. Highly-qualified teachers; programming of common prep periods

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

1. Formal and Informal observations, in addition to Common Planning sheets , progress reports and tracking sheets
2. Tracking sheets and periodic assessments from Saturday Academy and AIS program
3. Formal observations, Informal observations, tracking sheets and progress reports

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

1. September 2014- June 2015

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

1. Teacher have a designated period set in their program to meet in department teams to review student progress and impact of the curriculum.
2. Funds from SAM # 38 were allocated for teachers to stay periodically afterschool and on selected Saturdays to ensure that curriculum maps have supplemental resources infused to address any gaps in the selected Core Curriculum Instructional Programs' alignment with the NYS Learning Standards and/or CCLS, based on continuous analysis of tracking sheets and common planning discussions. In addition, teachers Create curriculum maps for AIS program and Saturday Academy based on analysis of tracking sheets, commonalities of struggles, as per common planning meetings and review of 2014-2015 respective subjects' curriculum map.
3. During these periods the teachers are assisting the students in gaining coherence and fluency, which will lead them to deeper understanding and application, as per the Instructional Shifts.

**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. Teachers will meet with parents during September, November, March and May for parent-teacher conferences.
7. 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	X	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								



### Academic Intervention Services (AIS)

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

***Description***

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
ELA	<p><b>1. Small Group Instruction:</b> One-to-one and small group differentiated instruction during teachers' professional activity periods Improves students' comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading highly engaging content, viewing interactive multimedia, and writing in response to reading.</p> <p><b>2. Literacy:</b> Pull out model of reading Academic Intervention Services.</p> <p><b>3. ESL:</b></p> <p><b>After school Title III:</b> ESL small group instruction in a Co-teaching format-one ESL teacher with one English teacher with a focus on the writing process.</p> <p><b>Pull Out:</b> model of ESL Instruction during the day.</p> <p><b>4. 6:2 Model:</b> Students receive AIS (2 periods/week) based on ongoing</p>	<p>1. Small group</p> <p>2. Small group</p> <p>3. Small group Small group</p> <p>4. Small Group</p>	<p>1. This takes place during the school day.</p> <p>2. This takes place during the school day.</p> <p>3. This is an after school program.  This takes place during the school day.</p> <p>4. This takes place during the school day.</p>

	<p>content assessment and item skills analysis.</p> <p><b>5. Differentiated Instruction:</b> Teachers use student data to tailor tasks and products to address students’ areas of weakness and build upon their strengths.</p> <p><b>6. Title I Afterschool AIS and Saturday Academy:</b> An intervention program designed to improve students’ academic vocabulary and exposure to complex text; aligned to both Citywide Instructional Expectations and Literacy Shifts in ELA.</p> <p><b>7. MSQI Initiative: Tiered Interventions.</b> Including:</p> <p>-<b>MyOn:</b> Online, web-based books/novels; building student literacy skills.</p> <p>-<b>Wilson Just Words:</b> Just Words is a highly explicit, multisensory decoding and spelling program for students in grades 4–12 who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The Just Words curriculum provides a sophisticated study of word structure appropriate for students beyond the elementary</p>	<p>5. Small group in class</p> <p>6. Small group</p> <p>7. Blended learning model in small groups</p> <p>Small group</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> <p>Takes place during the school day</p>
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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.

**2. 6:2 Model Student:** Students receive AIS (2 periods/week) based on ongoing content assessment and item skills analysis. City initiative to offer online based courses to students. During the school day and at home. Within ilearn we use the following programs:

**3. 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 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

2.Small group

3. Small group

2. This takes place during the school day.

3. This takes place during the school day.

	<p>their students' needs.</p> <p><b>4. Differentiated Instruction:</b> 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><b>5. Title I AIS Afterschool and Saturday Academy:</b> 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 multimedia, and writing out processes and reasoning. An intervention program designed to reinforce strategies and test taking skills.</p> <p><b>6. Math Solutions:</b> has stressed the use of higher order cognitive mathematics problems over rote memorization. The focus moves away from a different topic each day</p>	<p>4. Small groups</p> <p>5. Small groups</p> <p>6. Small group</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>
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	<p>to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.</p> <p><b>3. Laboratory Period:</b> Provides additional instruction through hands-on activities focusing on NYS Intermediate Level Science Exam performance standards.</p> <p><b>4. Urban Advantage:</b> 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><b>5. MSQI: Reading Apprenticeship-</b> addresses strategies to engage students to improve their comprehension of complex texts via the Shared Reading Model (i.e. “talking to the text”). Strategies reinforce reciprocal reading and help students verbalize through student-created Q&amp;R (questioning and responding) activities.</p>	<p>3. Whole Class</p> <p>4. Small Group</p> <p>5. Whole Class</p>	<p>3. This takes place during the school day.</p> <p>4. This takes place during the school day, after school and on weekends.</p> <p>5. This takes place during the school day.</p>
<p><b>Social Studies</b></p>	<p><b>1. Shared Reading:</b> 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</p>	<p>1. Whole Class</p>	<p>1. This is done during the school day.</p>

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 proficient readers with the support of teacher and peers. Shared reading focuses on the introduction of complex text in the subject area. The text is always chosen by the teacher and must be visible to the students.

**2. Reciprocal Reading:**

A reciprocal approach provides students with four specific reading strategies that are actively and consciously used to support comprehension: Questioning, Clarifying, Summarizing, and Predicting. Palincsar (1986) believes the purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

**3. Guided Reading** is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress.

2. Whole Class

3. Small Group

4. Whole Class and Small Group

2. This takes place during the school day.

3. This takes place during the school day.



	<p>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><b>4. Health Related at Risk Services provided by the school nurse:</b>          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**

- A. All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
  - Targeted Assistance (TA) Schools must also complete the *TAS 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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"> <li>• 100% of the ESL teachers and ELA teachers are Highly Qualified.</li> <li>• Teachers are provided Professional Development to ensure that they are privy to the most current practices and research.</li> <li>• For those teachers who are not Highly Qualified, i.e. Common Branch under Rule III, we additionally support them with the necessary content training.</li> <li>• We seek additional teachers through recruitment fairs and work with the Office of Teacher Recruitment and Quality to enlist and maintain Highly Qualified teachers.</li> <li>• Open market transfers</li> <li>• Reviewing the 2013-2014 Advance data including MOTP and MOSL ratings to inform professional development topics, make staffing assignment decisions and provide additional support to Ineffective or Developing teachers.</li> <li>• Professional development in the Understanding by Design (UBD) Framework</li> <li>• Professional development re: Common Core Learning Standards (CCLS) through affiliations/partnerships with network (CFN 533) and educational institutions (i.e. Teaching Matters)</li> <li>• Collaborative professional development plans</li> <li>• Incorporation and use of technology-based programs (MYOn,Imagine Learning, Inside)</li> <li>• We are a pilot school with the Office of Teacher Recruitment and Quality and we meet monthly with our Teacher Staffing Support Manager to learn new strategies for on boarding and retention of teachers. Additionally, we are forming teacher teams chaired by an administrator to continue these on boarding and retention practices after the pilot program is over.</li> <li>• We meet weekly as a cabinet to discuss teachers' effectiveness or lack thereof evidenced by observations. We create action plans to support teachers in need.</li> </ul>

**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>Teacher self assessments, teacher and paraprofessional surveys, Advance data and administrator observations drive the 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 and instructional focus.</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, MSQI, CMP3 &amp; 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 <b><u>the intent and purpose</u></b> 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
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measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers collaborate with the administration in the form of the MOSL committee to analyze, discuss and decide on the local measure of student growth as per the Measure of Teacher Effectiveness. Teachers meet in subject teams to create and decide upon assessments on a department wide scale under the supervision of the subject area administrator. There are assessment analyzation meeting built into our professional development plan to give teachers time to discuss data and use it to inform their instruction.

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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.

**DBN: 21K096**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$486,068.22	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$22,220.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,768,137.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>096</b>
School Name <b>Seth Low IS 96</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Denise Sandra Levinsky</b>	Assistant Principal <b>Erin Lynch</b>
Coach <b>Cynthia Sow</b>	Coach <b>type here</b>
ESL Teacher <b>Norma Aulet</b>	Guidance Counselor <b>Kinyetta Hunter</b>
Teacher/Subject Area <b>Helen Torres</b>	Parent <b>Shamila Nawaz</b>
Teacher/Subject Area <b>Kathi Andino</b>	Parent Coordinator <b>Denise McLain</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>711</b>	Total number of ELLs	<b>171</b>	ELLs as share of total student population (%)	<b>24.05%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Discrete ESL class							3	6	6					15
self-contained							1	1	1					3
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	106	9	3	35	4	16	30	0	20	171	

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
<b>Total</b>	<b>106</b>	<b>9</b>	<b>3</b>	<b>35</b>	<b>4</b>	<b>16</b>	<b>30</b>	<b>0</b>	<b>20</b>	<b>171</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

**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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>59</b>	<b>61</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>171</b>

## 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
Intermediate(I)							7	7	18					32
Advanced (A)							29	34	25					88
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>59</b>	<b>61</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>171</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - 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 6<sup>th</sup> and 7<sup>th</sup> grades the majority of students are at the advanced level. However, in the 8<sup>th</sup> 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 in 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

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 have 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, BASIS, RBEX, RYOS and RNMR. All ATS reports are cross referenced to ensure that all students who are eligible take the NYSESLAT exam. The NYSESLAT is given under State testing conditions to ensure that all students complete all four modalities (components) of the exam.
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

## 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. I.S 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:			

**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
<b>FOR TBE /DL PROGRAMS:</b> 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**

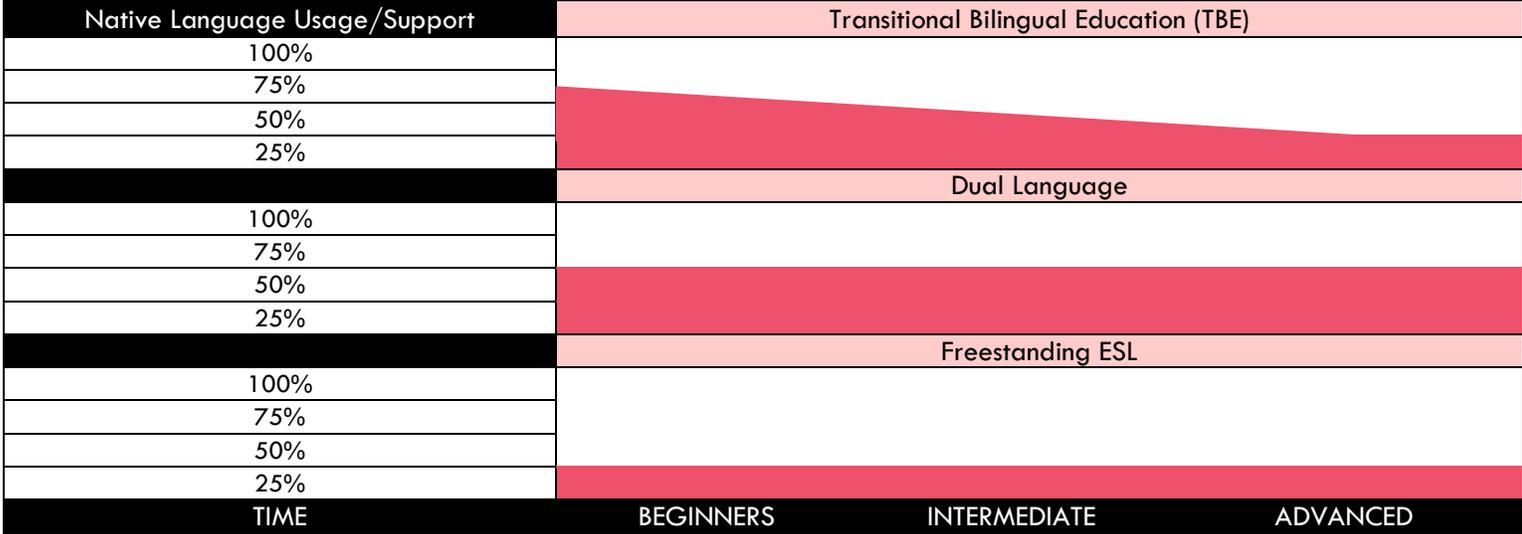
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - 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**

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

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

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

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.

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs 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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

### Part A: School Information

Name of School: Seth Low IS 96

DBN: 21K096

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other: \_\_\_\_\_

Total # of ELLs to be served: 85

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 5

# of certified ESL/Bilingual teachers: 4

# of content area teachers: 1

### 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 two times a week. The supplemental program will target all ELL students in 6th, 7th and 8th grade. We will target three groups (data driven groups) of students. Those who scored at the beginner level on the spring 2014 NYSESLAT Exam will receive direct support for the acceleration of their language acquisition. Those who have scored the same proficiency level for two or more years in a row and long term ELL students receiving services for more than 4 years will receive direct support within the specific modalities depending on individual needs. Lastly, Advanced and Intermediate ELL students who scored lower than a 45 on the Degrees of Reading Power exam will receive direct instruction using Wilson Just Words. These sub-groups represent 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 RLAT report in ATS, conferencing with teachers and reviewing the ELA data from spring 2014. After careful review of the RLAT report it became evident that the majority of ELL students were either long term ELLs or making little progress toward proficiency. The program will meet on Wednesdays and Thursdays for two hours. The program will run for 31 sessions beginning January 7, 2015 and ending May 7, 2015. There will be five classes in total, 4 classes will be taught by ESL teachers and 1 class will be taught by a licensed Special Education teacher with an ELA background who is certified in Wilson and Wilson Just Words. Instruction will align with ESL/ELA Common Core Learning Standards and the City wide instructional expectations. The program will incorporate using the DRP to assess readability levels and guided reading to target comprehension deficiencies as well as Wilson Just Words, Focused Reading, Language Power Vocabulary Builder and iready. We will also include the writing process to target strengths and weaknesses found within our Title III program. The ESL teacher will be paired together. Two will be trained in Focused Reading and Language Power Vocabulary Builder and will deliver instruction for the Speaking and Reading Modalities. The other two ESL teachers will use iready and focus on the listening and writing modalities. The after school time will consist of two 1 hour blocks and students will switch teachers after the first hour. The Special Education teacher will pull two small groups of students for 1 hour each of intervention using Wilson and Wilson Just Words. Those students will receive 50% of instruction from the special education teacher and 50% from a licensed ESL teacher. Five teachers will be utilized for the Title III program at a cost of \$51.51 per hour including fringe. The Title III after school program will support as many as students as possible; we service approximately 170 ESL students currently and project to service 85 of them during the after school program.

### 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

### Part C: Professional Development

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 professional development provided by Imagine Learning to incorporate best practices into their planning. Teachers will engage in bi-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 2014-2015 school year. We will continue to support our staff with workshops presented by OELL and network consultants such as Mildred Cordova. The teachers will be receiving professional development regarding ESL push in/pull out model of collaborative instruction and planning. The tentative professional development schedule is as follows:

2/2/15: Facilitator: Norma Aulet, ESL Teacher Topic: How can you incorporate the 4 Modalities in content area lesson plans?

2/9/15: Facilitator: Sokol Muja, ESL Teacher Topic: How can you support ELLs with sentence frames and sentence starters as a differentiation tool in the content area classrooms?

2/23/15: Facilitator: Bonnie Britz, ESL Teacher Topic: How to develop language objectives into your existing lessons to explicitly teach language acquisition?

3/2/15: Facilitator: Danielle Blickhahn, ESL Teacher Topic: Strategies to support ELLs when approaching complex text.

The target audience is a group of 38 content area teachers.

### 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, The Leadership Program and Urban Advantage. Parents may also take classes, including English 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. Translators are provided for all parent workshops and meetings. As a new Community School for the 2014-2015 school year our focus includes increased parent involvement specifically with the ELL population. We will be working with our new community liaison to provide much needed services to our ELL families.

**Part D: Parental Engagement Activities**

Tentative Workshop Schedule 9am-12:00pm:

Sat. Jan 17, 2015: What Does Math look like in your child’s classroom? Presenter: Sheldon Dempster, AP

Sat. Feb 28, 2015: Discovering your child’s learning styles and strengths. Presenter: Leadership Academy

Sat. Mar 21, 2015: Understanding the New York State Learning Standards. Presenters: TBD

Sat. April 18, 2015: Communicating Effectively with your Child. Presenter: Kay Hunter, Guidance

Sat. May 16, 2015: Prioritizing Goals and Responsibilities for Independent Learners. Presenter: TBD

**Part E: Budget**

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

Allocation Amount: \$22220

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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

**Part E: Budget**

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

Allocation Amount: \$22220

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	_____	_____