

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K096

School Name:

I.S. 096 SETH LOW

Principal:

ERIN LYNCH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Seth Low IS 96 School Number (DBN): 21K096
Grades Served: 6-8
School Address: 99 Avenue P Brooklyn, NY 11204
Phone Number: 718-236-1344 Fax: 718-236-2397
School Contact Person: Erin Lynch Email Address: Elynch3@schools.nyc.gov
Principal: Erin Lynch
UFT Chapter Leader: Sokol Muja
Parents' Association President: Christina Lorenzo
SLT Chairperson: Maria Vogel
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Christina Lorenzo
Student Representative(s): _____

District Information

District: 21 Superintendent: Isabel Dimola
Superintendent's Office Address: 1401 Emmons Ave. Brooklyn, NY 11235
Superintendent's Email Address: IDimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: Cwatson21@schools.nyc.gov
Phone Number: 718-759-4843 Fax: 718-630-1633

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
Christina Lorenzo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Eileen Herr	Member/Assistant Principal	
Corinne Kaufman	Member/ Teacher	
Dominica Bernabe-Fiume	Member/Teacher	
Dawn Millea	Member/ Parent	
Shamila Nawaz	Member/ Parent	
Yizhen Wang	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eilat Olman	Member/ Parent	
Wihlemina Reynolds-Martin	Member/ Parent	
Helen Torres	Member/Teacher	
Maria Barreno	Member/ Parent	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Seth Low IS 96 is a unique school because of the diversity of our student population. Our school is in Bensonhurst but serves Coney Island and Gravesend as well. Our students are 26% Special Education and 30% English Language Learners. We are committed to offering every student a well rounded and rigorous education as well as opportunities to grow socially and emotionally. The mission of IS 96 is to create an environment that fosters responsible creative students who take ownership of their academic achievement. This will be accomplished through high expectations put forth by following the common core learning standards, utilizing differentiated instruction, infusing technology and analyzing data by the uniqueness of the student. We commit to all students reaching this goal by maintaining a positive learning environment in the classroom and creating an atmosphere where children enjoy and value learning. Through collaboration, communication and evaluation among students, parents and staff we will ensure that all students are on their way to being college and career ready.

We are a Community Learning School! Our CBO partner is the United Federation of Teachers. We also have partnerships with Urban Advantage, Maimonides Hospital, Microsoft IT Academy, New York Center for Interpersonal Development, Computers for Youth, Council for Unity, Broadway Junior, The Leadership Program and Classroom Inc. We believe that middle school is a place where students begin to develop their long term goals and dreams. To help foster those plans we have created the partnerships listed above to offer students specialty classes such as Physicians assistant training, Zoology, Mentoring, Leadership, IT Academy as well as Orchestra, Band, Dance, Culinary Arts, Visual Arts and Theater. We strive to expose students to a variety of possible career paths so they leave middle school with a passion, a goal and a plan for success.

The Framework for Great Schools:

Rigorous Instruction: This is an area of success for us with a lot of work ahead to continue to improve student achievement. We have successfully created and aligned all curriculums to the Common Core Learning Standards. Teachers have put countless hours into refining curriculum to include scaffolds and differentiation to meet the needs of our diverse learners while maintaining the integrity and expectations of grade level standards. We are working on teacher effectiveness to ensure that the level of rigor and engagement in the delivery of the curriculum is consistent in every classroom. This year we will shift our focus to what we teach students in the process of activities so that it is equally important as the product. We will also be looking closely at the academic support offered to ELL students and students with IEPs.

Supportive Environment: This is an area of focus for us this school year. Through our needs assessment we determined that mental health and student support was an area we needed to create an action plan around. It is the focus of one of our CEP goals this year and our main area of focus for our community schools grant.

Collaborative Teachers: This is an area of success for our school. Teachers have PLC time and common planning time in both department and grade level teams built into their programs 3 times a week. During this time teachers assess student work, refine and revise curriculum and plan intervention. We do a comprehensive needs assessment for professional development each year that includes teacher and paraprofessionals surveys, teacher advance data, state test results by teacher and analysis of schools goals and current educational research to design a yearlong professional development plan. Our teachers take part in the Teacher Leadership Program and have fostered a culture of learning between all members of the staff. Collaboration is definitely an area that we are very successful in and attribute or recent rise in student progress to.

Effective School Leadership: As a fairly new administration we are committed to the professional growth of every staff member and the success of each student.

Strong Family-Community Ties: This is an area of focus for us this school year and is our second area of focus within our Community Learning Schools partnership. We are creating more partnerships and coming up with innovative ways to engage families and community members.

Trust: This is an area of success for us. Last year's Citywide Instructional Expectations inspired us to do a lot of work around getting to know all students and strengthen staff collaboration. As a result there is a new level of trust that enables us to refine teacher effectiveness and increase student achievement.

Seth Low IS 96 is a community committed to students and families.

21K096 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	643	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching
				27
Types and Number of Special Classes (2014-15)				
# Visual Arts	17	# Music	19	# Drama
# Foreign Language	15	# Dance	5	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	68.1%	% Attendance Rate		93.3%
% Free Lunch	70.0%	% Reduced Lunch		1.4%
% Limited English Proficient	24.6%	% Students with Disabilities		22.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		11.8%
% Hispanic or Latino	30.0%	% Asian or Native Hawaiian/Pacific Islander		32.5%
% White	24.6%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.4%	% Teaching Out of Certification (2013-14)		5.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		4.8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.5%	Mathematics Performance at levels 3 & 4		29.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		54.8%
Student Performance for High Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		95.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the NYS School Report Card, 2013-14 and in accordance with The Framework for Great Schools’ focus on rigorous instruction, there is a need to increase the academic progress for our students with disabilities. Instruction, as a result, will focus on key elements of student understanding across grade levels and content areas including reading comprehension, oral and written expression, and inquiry-based learning practices. Teacher will employ multiple strategies to differentiate and scaffold instruction to provide student choice and entry points for all readiness levels. Teacher will also incorporate Academic Vocabulary cycles and designated reading periods to increase lexile levels among ELL students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, ESL and ELA teachers will revise grade specific curriculum maps by integrating the NYSESLAT Targets of Measurement with Common Core Literacy Standards. The implementation of such will result in 75% percent of all students showing at least a 12% (equivalent of a .5 increase on the state exam) progression increase on their individual learning targets in ENL and ELA.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Baseline, mid-year and end-of year assessments to monitor/evaluate student performance and to facilitate differentiation and scaffolding in instruction. 2. Implementation of Word Generation and use of the Academic Vocabulary Toolkit across curriculums. 3. Weekly common planning meetings to analyze student work, identify trends and make necessary revisions in lesson planning to maximize entry points and ensure student growth. 4. Professional development in research-based methodologies, i.e. vocabulary instruction and project-based learning with real world application. 5. Continuation of Middle School Quality Initiative (MSQI) and Urban Advantage partnerships that address literacy skills' development and foster family involvement. 6. During and after school tutoring in deficiency areas (i.e. celestial motions; cellular organization and genetics; physical properties of matter – density). 7. Saturday Academy – focus on NYS Science, Math and ELA exams. 8. Department meetings providing opportunities for reflection/feedback re: differentiated instructional strategies and best practices. 9. ESL and ELA teachers will have on grade level common planning periods twice a week. This will 	<p>ELL Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, A.P. Special Education, Programmer, Teachers, Community Schools Liaison and Parent Coordinator</p>

<p>provide continuity between stand alone and co teaching model.</p> <p>10. Small group targeted reading and writing intervention services.</p> <p>a. Pull out intervention models as well as the 6-2 model.</p> <p>b. In the 6-2 model students will receive 6 periods of core instruction and 2 periods of “WIN” periods. WIN stands for “What I Need” and will be targeting individual needs.</p> <p>c. During the “WIN” periods, we intend to provide small group instruction by using parallel programming.</p> <p>11. Grade Orientations, parent outreach via Skedula, notifications re: grading policy, Community Schools’ outreach, Computers for Youth, Science Fair and Expo (Urban Advantage) and Parent Coordinator outreach.</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
NYS School Report Card, 2013-14; NYS Exams- Item Skills Analysis; Curriculum Adaptations of Expeditionary Learning and CMP3; per session activities; textbooks; NYSED resources (engage NY); online resources and programs such as NEWSELA and iReady; library resources; class/family trips (Urban Advantage); Community Learning Schools Support											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>ELAP, Baseline and Mid-Year Assessment, State Exams (NYSESLAT and ELA NY State Exam)</p> <p>On Demand Writing Assignments that have Pre and Post tasks for all writing genres</p> <p>Tracking sheets will be used to monitor all results from the assessments.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the Online Occurrence Reporting System, during the 2014-2015 school year, our Level 3 and Level 4 infractions were 77 and 160 respectively. That represents a 75% increase in Level 4 infractions and a 38% increase in Level 3 infractions from the 2013-2014 school year. According to the Citywide Behavioral Expectations, Level 3 infractions are considered “Disruptive Behavior” and Level 4 infractions are considered “Aggressive or Injurious /Harmful Behavior.” Our school had done a good job in the past in building relationships with students and utilizing the guidance approach as an alternative to an immediate disciplinary response. This is evident from 34 Level 3 infractions in 2012-2013, with having approximately 10% more students. The combined Level 4 infractions from the 2012-2013 and 2013-2014 schools years are 155, which is almost the equivalent of 2014-2015. Programming and budget constraints causes our school to only fund one guidance counselor, the social worker that comes to our school is only part time and the deans have instructional responsibilities, which makes them unavailable to assist during an issue. Having additional staff to provide guidance to at-risk students and having a comprehensive plan to provide continuous services will ensure that positive social and emotional development is promoted and Level 3 and Level 4 infractions are reduced. In addition, providing continuous services through a comprehensive plan will reduce the number recidivist students and the probability of Level 5 infractions being committed by these students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To enhance the safety and security of the school, in addition to promoting positive social and emotional development amongst the students by implementing school wide social/emotional support initiatives measured by a 25% reduction in Level 3 and Level 4 infractions, as reported on the Online Occurrence Reporting System by June 2016. Additionally, a select group of at risk and recidivist students will receive continuous year long guidance achieving 100% pass rate in all core courses.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	
<p>This goal will be accomplished by mandating at-risk students to meet in small groups 4 times a week during their elective periods with the SAPIS worker, social worker or their designated mentor. During these sessions, the SAPIS worker will provide violence and drug prevention to the students, in addition to crisis counseling and presentations on negative peer-pressure and bullying. The social worker and the mentors will provide the students with Positive Behavior Interventions and Support (PBIS) and a problem-solving framework for addressing behavior challenges in school settings. Finally, students that are identified as at-risk and are mandated for counseling as per their Individualized Education Program (IEP), will receive small group counseling with the guidance counselor. Finally, recidivist Level 3 infraction students will be referred to the Young Men’s Club and Young Woman’s Club through the Leadership program.</p>	<p>Students that have exhibited recidivist behaviors violating infractions from Citywide Behavioral Expectations (Discipline Code) during the 2014-2015 school year, as per reports from the Online Occurrence Reporting Systems, in addition to students that are referred by the guidance counselor, social worker and school’s administration based on behavioral history.</p>	<p>The program will be conducted throughout the duration of the school year.</p>	<p>Implementation will be conducted by the guidance counselor, the SAPIS worker, mentors and social worker through the Mentor Program, The Leadership Program’s facilitators. The program will be overseen by the school’s administration.</p>
<p>For students that receive in-school suspension, one period a day they will have a session with the SAPIS worker on social skills, handling peer pressure and conflict resolution. Another period, they</p>	<p>Students that violates a Citywide Behavioral Expectations (Discipline Code) infraction and warrants an in-school suspension.</p>	<p>As necessary.</p>	<p>Implementation will be conducted by the deans, the guidance counselor, the SAPIS worker, mentors and social worker through the</p>

<p>will meet with their mentor, social worker or guidance counselor to reinforce the topics that were addressed by the SAPIS worker and provide additional strategies for positively confronting behavioral challenges. Prior to reintegration after a student completes suspension, the students will have the opportunity to utilize “Ripple Effect”, which a technology tool that addresses behavioral issues, the reasons behind them and provides them with additional strategies. The program utilized behavioral RTI and proves data driven PBIS. In addition, prior to the student returning to their official class, they will have an exit interview with a member from the Crisis Team to construct an action plan to avoid recidivist behaviors. Recidivist student that actions does not warrant Superintendent suspensions, will be referred to the Young Men’s Club and Young Woman’s Club through the Leadership program. Finally, NYCID mentors will visit homes to establish a relationship with parents to ensure that students are supported both in school and at home to minimize the probability that any further infractions will be broken.</p>			<p>Mentor program. The program will be overseen by the school’s administration.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Through the Community School Initiative, we will be able to fund a social worker and three mentors. Through the OASAS Sub Abuse allocation in the budget, we will be able to fund a full time SAPIS worker. Through the AIDP Success Mentors grant, we will be able to have a Young Men’s Club and Young Woman’s Club that meet one day a week after school. Finally, utilizing tax levy money, we will purchase the Ripple Effect program for 10 computers. Through an SBO and programming, we will be able to add an additional .5 dean.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

There will be a weekly meeting with the administration, deans, guidance counselor, mentors, social worker through the Mentor Program and SAPIS worker to discuss behavioral trends, rising concerns, best practices and construct action plans to impede continuous problematic behaviors or incidents. During the mandated monthly Safety Committee meetings, the data from Level 3 and Level 4 infractions will be analyzed and discussed to ensure that progress towards the goal does not reach an impasse. To indicate if we are progressing towards the goal of having a 25% reduction in Level 3 and 4 infraction, the mid-point benchmark for Level 4 infractions should be 120 or below and for Level 3 infractions should be 58 or below during the January 2016 Safety Committee meeting.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the NYS School Report Card, 2013-14 and in accordance with The Framework for Great Schools’ focus on collaborative teachers and rigorous instruction, there is a need to increase the academic progress for our students with disabilities. Instruction, as a result, will focus on key elements of student understanding across grade levels and content areas including reading comprehension, oral and written expression, and inquiry-based learning practices. Teacher will employ multiple strategies to differentiate and scaffold instruction to provide student choice and entry points for all readiness levels.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Special Education teachers will meet twice weekly using a looking at student work protocol to determine need, and create and implement targeted instructional and differentiation strategies that will result in 70 percent of our students with disabilities making progress and showing at least a 12% growth increase as measured by baseline and periodic assessments or a .5 increase on state assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Baseline, mid-year and end-of year assessments to monitor/evaluate student performance and to facilitate differentiation and scaffolding in instruction.</p> <p>2. Weekly common planning meetings to analyze student work, identify trends and make necessary revisions in lesson planning to maximize entry points and ensure student growth.</p> <p>3. Professional development in research-based methodologies, i.e. vocabulary instruction and project-based learning with real world application.</p> <p><u>4.</u> Continuation of Middle School Quality Initiative (MSQI) and Urban Advantage partnerships that address literacy skills' development and foster family involvement.</p> <p>5. During and after school tutoring in deficiency areas (i.e. celestial motions; cellular organization and genetics; physical properties of matter – density).</p> <p>6. Saturday Academy – focus on NYS Science, Math and ELA exams.</p> <p>7. Department meetings providing opportunities for reflection/feedback re: differentiated instructional strategies and best practices.</p> <p>8. Small group targeted reading and writing intervention services.</p> <p>a. Pull out intervention models as well as the 6-2 model.</p> <p>b. In the 6-2 model students will receive 6 periods of core instruction and 2 periods of “WIN” periods. WIN</p>	<p>Special Education Students.</p>	<p>September 2015 – June 2016</p>	<p>Principal, A.P. Special Education, Programmer, Teachers, Community Schools Liaison and Parent Coordinator</p>

stands for “What I Need” and will be targeting individual needs.			
c. During the “WIN” periods, we intend to provide small group instruction by using parallel programming.			
9. Grade Orientations, parent outreach via Skedula, notifications re: grading policy, Community Schools’ outreach, Computers for Youth, Science Fair and Expo (Urban Advantage) and Parent Coordinator outreach.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
NYS School Report Card, 2013-14; NYS Science Standards; NYS Exams- Item Skills Analysis; Curriculum Adaptations of Expeditionary Learning and CMP3; per session activities; textbooks; NYSED resources (engage NY); online resources and programs such as NEWSELA and IReady; library resources; class/family trips (Urban Advantage); Community Schools Support										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
ELAP and MAP Baseline and Mid-Year Assessment
On Demand Writing Assignments that have Pre and Post tasks for all writing genres
Tracking sheets will be used to monitor all results from the assessments.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the NYS School Report Card 2013-2014, 2015 teacher Advance data and in accordance with The Framework for Great Schools focus on Effective School Leadership, there is a need to increase teacher effectiveness in Planning and Preparation (1e) and Student Engagement (3c) for all teachers and specifically for Science teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 school leadership will successfully execute targeted professional development that will increase teacher effectiveness in the areas of 1e and 3c evidenced by an increase of at least a .5 for 75% of the bottom 1/3 of each teachers students on the

NYS ELA, Math or Science tests.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>

<p>1. Baseline, mid-year and end-of year assessments to monitor/evaluate student performance and to facilitate differentiation and scaffolding in instruction.</p> <p>2. Weekly common planning meetings to analyze student work, identify trends and make necessary revisions in lesson planning to maximize entry points and ensure student growth.</p> <p>3. Targeted and differentiated professional development in research-based methodologies, (i.e. vocabulary instruction and project-based learning with real world application) with small strategically created teacher groups.</p> <p>4. Continuation of Middle School Quality Initiative (MSQI) and Urban Advantage partnerships that address literacy skills’ development and foster family involvement.</p> <p>5. During and after school tutoring in deficiency areas (i.e. celestial motions; cellular organization and genetics; physical properties of matter – density).</p> <p>6. Saturday Academy – focus on NYS Grade 8 Science Performance and Written Exams.</p> <p>7. Department meetings providing opportunities for reflection/feedback re: differentiated instructional strategies and best practices.</p> <p>8. Small group targeted reading and writing intervention services.</p> <p>9. Long-term scientific investigation and report, i.e. Science Fair Project) using Developing Scientific Explanation Tool (DSET).</p> <p>10. STEM Club</p> <p>11. Professional development for Assistant Principals to ensure calibration and consistency in using the Danielson Framework to evaluate teachers.</p>	All students	September 2015-June 2016	Principal, Assistant Principals, Programmer, Core Teachers,

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

NYS School Report Card, 2013-14; NYS Science Standards; NYS Grade 8 Science Exam Item Skills Analysis; ELA and Math Items Skills Analysis, NYC Science Scope and Sequence Grades 6 – 8; programming/scheduling (i.e. intervention services and common planning meetings); per session activities; textbooks; Professional books for staff; NYSED resources (engage NY); library resources; laboratory equipment and materials; class/family trips (Urban Advantage)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Year End Of Unit Exams Items Skills Analysis in ELA, Math and Science

Mid-Year Advance Data

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the

NYS Report Card 2013-2014, Quality Review Feedback, attendance data and in accordance with The Framework for Great Schools focus on Family and Community Ties there is a need to increase student achievement for our ENL population. Parent engagement, as a result, will target our ENL families with the intent of increasing student attendance in our Title III after school programs and educating parents to help support their students language acquisition.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

80% of targeted ENL students will attend and successfully complete the Title III after school program evidenced by student growth of at least one performance level on the NYSESLAT Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Partnership with Beacon and OACE to offer English classes for parents. 2. Strong recruitment campaign to encourage parent to take part in school activities. 3. Purchase and utilization of translation units to engage ENL parents. 4. Focus on translation of materials for parents 5. Common planning meetings to revise and edit ENL curriculum to include differentiation, scaffolding and multiple entry point for various types of learners. 6. Baseline, mid-year and end-of year assessments to monitor/evaluate student performance and to facilitate differentiation and scaffolding in instruction. 7. Professional development offering researched based strategies for engaging and improving student outcomes in both ENL and the other core content areas. 8. Training for parent in the use of pupil path in their native language. 	<p>ENL Students</p>	<p>September 2015-May 2016</p>	<p>Principal, A.P. of ENL, Parent Coordinator, Community Schools Coordinator, ENL teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title III funds will pay teacher per session and purchase supporting curriculum. Title I and Tax Levy money will be used to purchase professional development materials for teachers as well as translators for parents. Community schools funding will purchase translation units. Assistant Principals, teacher leaders and programmers will be used to create and facilitate the after school and PD.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

NYSESLAT predictive exams fall and spring

Student attendance

Parent attendance

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<p>All AIS services are determined by pre and post unit assessments. Teachers meet in PLCs and use a looking at student work protocol to analyze students' strengths and weaknesses and subsequently place students in intervention groups. MOSL baseline assessments include the NYC performance tasks and the items skills analysis from those are used to determine AIS services as well. In ELA specifically, we use the DRP reading level screener as a baseline. Those scores determine further screenings for the Tier II and III intervention classes. We also use the ELAP exam as a midterm progress monitoring tool.</p>	<p>1. Small Group Instruction: 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>2. Literacy : Pull out model of reading Academic Intervention Services.</p> <p>3. ESL:</p> <p>After school Title III: ESL small group instruction in a Co-teaching format-one ESL teacher with one English teacher with a focus on the writing process.</p>	<p>1. Small group</p> <p>2. Small group</p> <p>3. Small group</p> <p>Small group</p> <p>4. Small Group</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>Small group</p> <p>Whole Class</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.</p> <p>This takes place during the school day.</p> <p>4. This takes place during the school day.</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> <p>Takes place during the school day</p> <p>Takes place during the school day</p>

		<p>Pull Out : model of ESL Instruction during the day.</p> <p>4. 6:2 Model: Students receive AIS (2 periods/week) based on ongoing content assessment and item skills analysis.</p> <p>5. Differentiated Instruction : Teachers use student data to tailor tasks and products to address students’ areas of weakness and build upon their strengths.</p> <p>6. Title I Afterschool AIS and Saturday Academy: 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>7. MSQI Initiative: Tiered Interventions . Including:</p> <ul style="list-style-type: none"> - MyOn: Online, web-based books/novels; building student literacy skills. - Wilson Just Words: 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 		<p>Takes place during the school day</p>
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		<p>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 grades. It provides direct and explicit teaching of “how English works” for both decoding and spelling automaticity.</p> <p>- Wilson Reading System (WRS) is the flagship program of Wilson Language Training and the foundation of all other Wilson programs. Based on Orton-Gillingham principles, WRS is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction.</p> <p>- Word Generations-</p> <p>Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program employs</p>		
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		<p>several strategies to ensure that students learn words in a variety of contexts. The Word Generation program focuses on academic vocabulary, i.e., words that students are likely to encounter in textbooks and on tests, but not in spoken language .</p>		
<p>Mathematics</p>	<p>All AIS services are determined by pre and post unit assessments. Teachers meet in PLCs and use a looking at student work protocol to analyze students' strengths and weaknesses and subsequently place students in intervention groups. MOSL baseline assessments include the NYC performance tasks and the items skills analysis from those are used to determine AIS services as well. We also use the MAP exam as a midterm progress monitoring tool.</p>	<p>1. Small Group Instruction: One-to-one and small group differentiated instruction during teachers' professional activity periods. 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.</p> <p>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:</p>	<ol style="list-style-type: none"> 1. Small group 2. Small group 3. Small group 4. Small groups 5. Small groups 6. Small group 	<ol style="list-style-type: none"> 1. This takes place during the school day. 2. This takes place during the school day. 3. This takes place during the school day. 4. This takes place during the school day. 5. This takes place after school on weekends. 6. This takes place during the school day.

		<p>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 their students’ needs.</p> <p>4. Differentiated Instruction : Teachers use student data to tailor tasks and products to address students’ areas of weakness and build upon their strengths. Teachers use manipulatives to access multiple entry points.</p> <p>5. Title I AIS Afterschool and Saturday Academy: Small group differentiated instruction after school. Improves students’ math skills</p>		
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		<p>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>6. Math Solutions : has stressed the use of higher order cognitive mathematics problems over rote memorization. The focus moves away from a different topic each day into work that connects many concepts into a more complex and rigorous problem. In the classroom, math teachers can utilize open-ended math questions, projects, and discovery-based activities in order to make deeper connections within the math.</p>		
<p>Science</p>	<p>All AIS services are determined by pre and post unit assessments. Teachers meet in PLCs and use a looking at student work protocol to analyze students’</p>	<p>1. Shared Reading : an instructional approach in which the teacher explicitly models the strategies and skills of proficient readers. With this instructional technique, students</p>	<p>1. Whole Class 2. Whole Class 3. Whole Class 4. Small Group 5. Whole Class</p>	<p>1. This is done during the school day. 2. This takes place during the school day.</p>

	<p>strengths and weaknesses and subsequently place students in intervention groups. MOSL baseline assessments include the NYC performance tasks and the items skills analysis from those are used to determine AIS services as well.</p>	<p>have an opportunity to gradually assume more responsibility for the reading as their skill level and confidence increase. Shared reading also provides a safe learning environment for students to practice the reading behaviors of 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.</p> <p>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.</p> <p>3. Laboratory Period: Provides additional instruction through</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>
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		<p>hands-on activities focusing on NYS Intermediate Level Science Exam performance standards.</p> <p>4. Urban Advantage: Partnership between NYCDOE and cultural institutions (i.e. American Museum of Natural History, Brooklyn Botanical Gardens) which enables students to explore past and present science-related events and phenomenon; students learn how to use the Scientific Method of Inquiry to investigate a scientific problem of their choice.</p> <p>5. MSQI: Reading Apprenticeship - 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&R (questioning and responding) activities.</p>		
<p>Social Studies</p>	<p>All AIS services are determined by pre and post unit assessments. Teachers meet in PLCs and use a looking at student work protocol to</p>	<p>1. Shared Reading : an instructional approach in which the teacher explicitly models the strategies and skills of proficient readers. With this instructional</p>	<p>1. Whole Class 2. Whole Class 3. Small Group 4. Whole Class and Small Group</p>	<p>1. This is done during the school day. 2. This takes place during the school day.</p>

	<p>analyze students' strengths and weaknesses and subsequently place students in intervention groups. MOSL baseline assessments include the NYC performance tasks and the items skills analysis from those are used to determine AIS services as well.</p>	<p>technique, students have an opportunity to gradually assume more responsibility for the reading as their skill level and confidence increase. Shared reading also provides a safe learning environment for students to practice the reading behaviors of 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.</p> <p>2. Reciprocal Reading:</p> <p>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.</p>		<p>3. This takes place during the school day.</p> <p>4. This takes place during the school day.</p>
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		<p>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.</p> <p>4. MSQI: Reading Apprenticeship – 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&R (questioning and responding) activities.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> -Teacher recommendation -Student request -Parent request -PPT team request -Crisis Team request -Safety Team request -Attendance Team request 	<p>1. Guidance Counselor: One to One and small group counseling to address students’ behavior or social issues that may impact on academics; Crisis intervention, conflict resolution and mediation; Parent conferences and referrals to school, district, and community programs; Career counseling and</p>	<ul style="list-style-type: none"> 1. Small group or one to one 2. Small group or one to one. 3. Small group or one to one. 4. One to One 	<ul style="list-style-type: none"> 1. During the school day. 2. During the school day 3. During the school day 4. During the school day

		<p>facilitation of the High School admissions process. At risk counseling provided for 8th grade holdovers; targeting social and academic issues related to being over age.</p> <p>2. School Psychologist: One to One counseling to address student’s behavioral or social issues that may impact on academics. Parent consultations and referrals to school, district and community programs</p> <p>Evaluations and recommendations for additional services or programs</p> <p>3. Social Worker/Mentor Program : Through group and individual counseling, students are given tools to improve their social and psychological functioning to maximize their well-being and academics. Discussions of misbehavior in class, and truancy are provided in both settings. Recommendations of outside counseling and testing for other support services within the DOE are provided. Teachers are also advised on how to cope with students who have</p>		
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		<p>issues that are being addressed in therapy. This service is provided by both our DOE social worker and our onsite social workers through NYCID, an outside agency.</p> <p>4. Health Related at Risk Services provided by the school nurse: Individual nursing assessment and prescribed treatment of students with documented medical conditions Conferences and consultations with parents and physicians regarding the diagnosis and progress of each student's medical condition.</p> <p>5. Success Mentoring</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 100% of the ESL teachers and ELA teachers are Highly Qualified. • Teachers are provided Professional Development to ensure that they are privy to the most current practices and research. • For those teachers who are not Highly Qualified, i.e. Common Branch under Rule III, we additionally support them with the necessary content training. • We seek additional teachers through recruitment fairs and work with the Office of Teacher Recruitment and Quality to enlist and maintain Highly Qualified teachers. • Open market transfers • Reviewing the 2014-2015 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. • Professional development in the Understanding by Design (UBD) Framework • Professional development re: Common Core Learning Standards (CCLS) through affiliations/partnerships with network (CFN 533) and educational institutions (i.e. Teaching Matters) • Collaborative professional development plans • 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. • We post our anticipated vacancies in the New Teacher Finder as early as possible and host school tours for potential new staff members to ensure we have access to the most qualified candidates.

- 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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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.

Use of teacher feedback forms and periodic surveys for a needs assessment snapshot at various points throughout the year.

Use of Borough Filed Office team members, individual vendor personnel, lead teachers and administration to deliver high quality professional development in alignment with CCSS and our school's CEP goals and instructional focus.

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 & Expeditionary Learning.

Teacher teams created and trained to use student work and progress as an indicator for professional development needs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

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4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers collaborate with the administration 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 is assessment analyzing meetings built into our professional development plan to give teachers time to discuss data and use it to inform their instruction.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	437,882.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	23,032.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,448,315.00		

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. Seth Low IS 96, 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 the school and the families. The 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 the school community. Seth Low IS 96 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

Seth Low IS 96, 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: <u>Seth Low IS 96</u>	DBN: <u>21K096</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>85</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</u>

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

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

Part C: Professional Development

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.

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 096
School Name Seth Low I.S. 96		

B. Language Allocation Policy Team Composition

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

Principal Erin Lynch	Assistant Principal Anthony Comuniello
Coach Cynthia Sow	Coach type here
ENL (English as a New Language)/Bilingual Teacher Norma Aulet	School Counselor Kinyetta Hunter
Teacher/Subject Area Helen Torres	Parent Shamila Nawaz
Teacher/Subject Area Kathi Andino	Parent Coordinator Denise McLain
Related-Service Provider Esther Elbogen	Borough Field Support Center Staff Member Jo Ann Benoit
Superintendent Isabel DiMola	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	645	Total number of ELLs	144	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	144	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	38
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	35	Long-Term (ELLs receiving service 7 or more years)	13

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	96	10	5	35	0	22	13	0	11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	17	14					0
Chinese							9	19	9					0
Russian							5	6	11					0
Bengali							0	0	0					0
Urdu							2	2	1					0
Arabic							7	2	4					0
Haitian							1	0	0					0
French							1	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	1					0
Albanian							2	1	2					0
Other							7	7	7					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							11	18	14					0
Emerging (Low Intermediate)							4	3	9					0
Transitioning (High Intermediate)							4	7	4					0
Expanding (Advanced)							21	21	16					0
Commanding (Proficient)							5	11	17					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							17	21	29					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28	4	0	0	0
7	28	3	0	0	0
8	25	3	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	27		9		3		0		0
7	25		19		1		3		0
8	30		10		3		1		0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. ELA intervention services including Wilson Reading and Wilson Phonics components for small groups are also programmed. Teachers will also use this data to drive common planning meetings resulting in differentiated lessons and activities for ELL instruction in the classrooms.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns across proficiency levels reveal that across grades students make progress until they become advanced. Students spend more years at the advanced level than any other level. In the 6th and 7th grades the majority of students are at the advanced level. However, in the 8th grade more than half of the students are at the Beginner/Intermediate level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We look to meet or exceed the AMO (i.e. PI > AMO) for all subgroups. Instruction and interventions (RTI) are leveraged/differentiated to meet all students needs. AMAO 1 and AMAO 2 provide data that we use to prepare our small groups with necessary intervention activities/learning skills.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

 - 81 ELL students are performing at a Level 1
 - 10 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:

- 82 ELL students are performing at a Level 1
- 38 ELL students are performing at a Level 2
- 7 ELL students are performing at a Level 3
- 4 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.

4b. The baseline periodic assessment was given in October and data is being used for ELA Intervention services and ENL strategies to heighten ELLs awareness in word recognition, pronunciation, and meaning.

4c. The periodic assessment addresses the deficiencies of ELLs and helps prepare intervention services as noted above. We use the home language in instructional programs such as POWERSPEAK to correlate translations.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 student's new 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 team so the ESL population holds an equal share in the decision making process. On a classroom level teachers have common planning time with teacher teams that include ESL teachers. The ESL teachers support the content area teachers in their instructional decisions to include second language development in their planning process.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 ENL Coordinator (licensed ENL teacher) along with assistance from the Parent Coordinator who shows them the video in either English, or the preferred language, using staff members who assist in translation. Based on parent answers to the HLIS, NYSITELL eligibility is determined. The NYSITELL assessment is administered by a licensed ENL teacher within the first 10 days of enrollment. Entitled ELL services are determined based on the NYSITELL score. Please note that students whose primary language is Spanish are given the Spanish LAB also. Answer grids are scanned in ATS and data is printed and given to ENL teachers. Continued entitlement is determined using the New York State English as a Second Language Achievement Test (NYSESLAT) administered each spring. 1 a) The Administration of the Spanish LAB is done by a bilingual Spanish speaking teacher using the Spanish LAB testing materials. If, upon entry to register a bilingual pedagogue is not

available to help accommodate with native language support, translation services vis telephone will be used to aid in the intake process. 1B) Currently, we have Spanish, Chinese, Russian, Albanian, Italian, and Urdu.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFEs are recognized by their test history if available in ATS, previous NYC public school record of enrollment, and performance on initial assessments given by their current ENL teachers. Procedures for evaluating SIFE within 30 days and the description of the SIFE questionnaire are outlined in the EPRG 2015-16.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The pupil personnel secretary apprises the ENL Coordinator of any IEP flags. Students are processed the same as any newly enrolled student (i.e. parent is given home language survey, ENL program video presented and program selection form is reviewed). The SESIS IEP is reviewed as well. The LPT consists of Erin Lynch, Principal, Anthony J. Comuniello, A.P., Cynthia Sow, Coach, Kinyetta Hunter, Guidance Counselor, Norma Aulet, ENL teacher, Danielle Blickhahn, ENL teacher, Helen Torres, IEP teacher, Shamila Nawaz, Parent, Denise McLain, Parent Coordinator. The LPT uses NYSITELL determination form (Appendix pg. 53 in EPRG). The twenty day timeline is followed.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
4. The following letters and forms both in English and preferred language including 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 ENL Coordinator reach out to parents to ensure that all forms are returned. All forms are kept on file in the school.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
5. If a student's ELL status is brought to the LPT by a parent/guardian or teacher via written request, the re-identification process is initiated as per CR Part 154. Parents are apprised in their preferred language. Individuals responsible are members of the LPT. All copies are filed and maintained in the student's cumulative record folder.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
6. Parents are given letters that explain the support services their child is entitled to, based on the child's score on the NYSITELL. 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 ENL 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 ENL Coordinator reach out to parents to ensure that program selection forms are returned. This process occurs within the first days of student enrollment at Seth Low IS 96. For parents who haven't previously selected a TBE/DL program as per the Parent survey and selection form where it is not currently offered, communication via their preferred language will be provided in a written and oral format when the program becomes available. The ten day timeline is adhered to and parents are notified in absence of a survey that the default program is the bilingual program not located at our site.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
7. The pupil accounting secretary is responsible for distribution and collection of aforementioned forms. At the time of admittance for newly enrolled ELLs, the parent/guardian meets with the Parent Coordinator, and translator if needed, who administers the Parent Survey, presents the video and has the parent/guardian complete the Program Selection form. The pupil accounting secretary informs the principal as to program selections on an on-going basis.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
8. All surveys and forms are completed at time of admittance. This is done without exception. No parent leaves until all HLIS and program selection forms are completed and signed.
9. Describe how your school ensures that placement parent notification letters are distributed.
9. Placement parent notification letters in preferred language are backpacked with the student to bring home to parent/guardian. The student is responsible for transporting letters home and returning letters to pupil accounting secretary.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
10. All ELL documentation is placed in student cumulative record folders.
11. 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.

11. The ATS reports that are used to ensure that all eligible students take the NYSESLAT are: RDGS, RLER, RLAT, BESIS, RBEX, RYOS and RNMR. All ATS reports are cross referenced to ensure that all students who are eligible take the NYSESLAT exam. The NYSESLAT is given under State testing conditions to ensure that all students complete all four modalities (components) of the exam. The ENL teachers, Norma Aulet, Danielle Blickhahn, Bonnie Britz, Sokol Muja administer all sections of the NYSESLAT within the testing window. The following components are administered in this order: speaking, listening, reading, and writing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

12. At the start of the new school year, continued entitlement and transitional support parent notification letters in both English and preferred language are prepared and backpacked with the student. The pupil accounting secretary is responsible for collection.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

13. After reviewing the Parent Survey and Parent Selection Form for the past few years, the trend in program choice has been Freestanding English as a Second Language. 99% of parents have selected this as their program choice. The Parent Selection and Survey are monitored year to year and cross referenced to locate any and all trends that appear in program selection. The program model at IS 96 is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
As per CR Part 154.2, respective grade level classes with designated ELLs, i.e. Beg/Int and Adv/Prof(CM)/Prof +, are programmed and grouped as follows: Beg/Int - 8 periods/week (360 min), 4 periods push-in (ESL teacher) and 4 periods pull-out (paralleled with ELA); Adv/Prof (CM)/Prof + - 4 periods/week (180 min) push-in (paralleled with ELA, Science and/or Social Studies). They are grouped homogeneously in each grade level ([proficiency level is the same in one class]).
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 2. The ENL Coordinator and the ENL 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 154.2, beginner and intermediate ELLs receive 360 minutes of ENL instruction per week. Advanced students receive 180 minutes of ENL instruction and 180 minutes of ELA instruction per week. Beginner and intermediate ELL classes are paralleled with ELA classes. This allows ENL teachers to provide self-contained ELA instruction at that time. Advanced/Prof/Prof + ELLs are grouped together in respective grade level classes to allow ENL teachers to push-in during content area instruction (ELA, Science and/or Social Studies).
3. Describe how core content is delivered in each program model. 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. ENL 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, ELLs are provided with bilingual dictionaries and/or glossaries. ELLs are also paired with other students who speak the same preferred 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 ENL 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. In ELA, the Expeditionary Learning curriculum is used with vocabulary front-loaded and pre/post unit assessments used for intervention groups on an on-going basis. Cognates are used to translate English with student's preferred language. PowerSpeak program specifically used for Latino subgroup.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 DRP (administered 3 times per year Fall, Midyear, and Spring) the baseline ESL periodic assessment and classroom assessments based on verbal responses, reading passages, and comprehension levels. All formative and summative assessments mirror the NYSESLAT addressing the four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
 7. The LPT ensures that all outcomes of the re-identification process will allow for continuous instruction and interventions needed by the student to meet or exceed the common core standards. This ensures a smooth transition whether initial placement remains or changes to a non-ELL status. Academic progress is ensured by the ENL and core teachers via quarterly reports through Pupil Path. Student-led conferences with subject teachers and at parent teacher conferences held twice a year. The LPT members are listed on page 1. For the re-identification of ELL status will commence upon a written request from the student's parent or guardian to the principal or from the student's teacher if the teacher's request includes written request from the parent or guardian.
8. 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?
 8. ELLs identified as having special needs: These students' needs are addressed in a manner reflecting their IEPs. All content area materials are grade appropriate and adjusted to meet their level of learning ability. Research-based MSQI initiatives such as Word Generations emphasize content vocabulary throughout core lessons help accelerate English language

acquisition. Smartboards and the use of computers fosters the learning process. Specific materials are geared for intervention groupings i.e. vocabulary enrichment, phonics, and reading comprehension. Preferred language materials are presented in concert with English. The RDMR report is run in ATS as well as the RDGR, RLER, RLAT and all IVR calls are made and confirmation numbers registered to ensure proper servicing of all SWD ELL's. All teachers, general education as well as special education have been trained to use SESIS and all those students whose IEP's are still reflected in CAP receive hard copies of the IEP modifications. If a students IEP mandates bilingual instruction, a language para-professional is provided to that student throughout all content area classes to ensure full compliance of all needs. The IEP Coordinator along with the Assistant Principal monitor IEP mandates to ensure full compliance.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

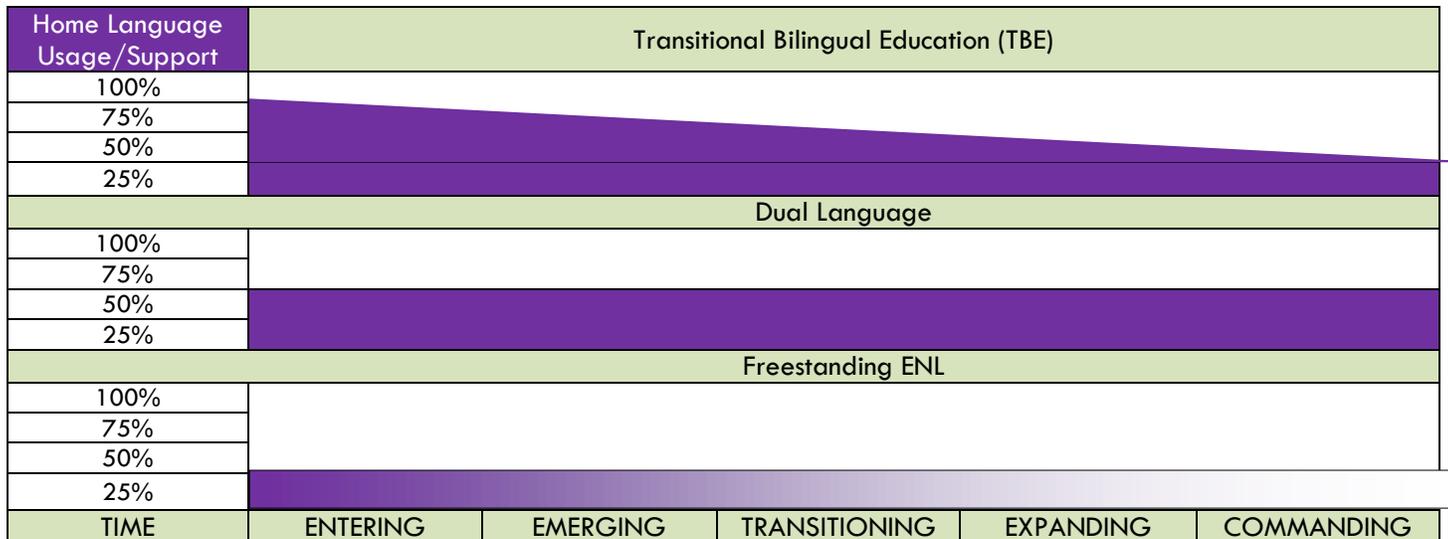


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
10. 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 ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. Teachers of respected grade level classes upon receipt of their programs in September know their student's status as per ELL and/or SWD. All ELLs regardless of grade level receive instruction focused on CCLS to prepare for all assessments throughout the year. Review of first quarter reports indicate the current program's effectiveness. 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.
12. What new programs or improvements will be considered for the upcoming school year?
12. 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.
13. What programs/services for ELLs will be discontinued and why?
13. After a careful look at data we decided to discontinue the pull-out model for advanced ELLs. Student gains were not as significant as the others who were serviced in the push-in and integrated models.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. All ELL students are invited to attend after-school programs housed at Seth Low: FIAO Beacon Center, CHAMPS, Title III and 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
15. The instructional materials used to support ELL students include: SMART Boards, lap tops, Inside Book Series, adapted novels, PowerSpeak Program, native language glossaries and novels written in native languages. All materials are leveled according to the subgroups and any applicable materials are used throughout the content areas.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
16. Home language support in the ESL program includes: home language libraries, home language glossaries, home language peer support in the classrooms, home language support from staff members. Parent letters are sent in home languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
17. 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
18. 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.
19. What language electives are offered to ELLs?
19. Presently, the only language elective offered to ELLs is Spanish.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
 2. Agendas and attendance sheets are provided and maintained for all meetings. All methods of outreach re: parental concerns are logged and kept secured by involved school staff (i.e. LPT; Principal's secretary; ELL Coordinator; Parent Coordinator).
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 3. 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 4. I.S. 96 partners with FIAO, A Community Based Organization within the school building and provides free ESL classes in the evening for ELL parents.
5. How do you evaluate the needs of the parents?
 5. I.S. 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.
6. How do your parental involvement activities address the needs of the parents?
 6. Parental involvement activities (i.e. PTA meetings or parent workshops) are geared toward the needs of ELL parents whenever possible. We are a community school and have related activities for our ELL parents with translators readily available. We conduct a Saturday P.R.I.D.E. (Positivity, Respect, Integrity, Determined, Empathy) Day. Parent workshops run by our Parent Coordinator also include translator upon receipt of notification of event and R.S.V.P indicating need for translation. For our students, our guidance counselor also conducts parent involvement activities i.e. high school application and selection process.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K096** School Name: **Seth Low**
Superintendent: **Isabel DiMola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

HLIS intake done by licensed pedagogue (i.e. ENL teacher); Because of need for "instant" translation services, parent-orientation video is shown by the Parent Coordinator (LAC) at the time of initial visit and administered in parent's preferred language. ATS "flags" are noted; Emergency Contact cards are available in every language. Parent Survey and Program Selection form available in preferred language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

In order beginning with highest preference, Chinese, Russian, Spanish, Urdu and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parents Bill of Rights (in preferred language), Discipline Code, Grade Expectations, Parent/Teacher Conferences, Medical Forms (i.e. 504s), Title I and Title III afterschool programs, NYSTP dates. Translation "blurb" on all correspondence; welcome banners in all languages; Urban Advantage (science and NYC cultural institutions partnership) flyers in all languages; telephone translation services and electronic translation devices.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

At initial registration view Parent Orientation video in their preferred language; also receive pertinent literature (i.e. Federation Italian American Organization/B.E.A.C.O.N. ENL Program for adults; SLT and PTA meetings; Parent Workshops. Grade Orientation meetings; Attendance Teacher and Family Assistant visits; Guidance hearings

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We verify in ATS what the preferred language is, print documents with student's name and backpack home. We contact LIS if the need arises (i.e. @ Parent Teacher Orientations/Conferences) or use in-house Language Paras for translating written and/or oral conversations. Plan ahead and submit translation requests in a timely manner to the T&I Unit (or to vendor for languages the Unit does not cover) to ensure translations are distributed at the same time as English documents. Use T&I Unit's intranet site re: templates for correspondence including school holidays, parent-teacher conferences and other DOE notices in preferred languages. Keep a roster of bilingual staff who can be called upon to interpret.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We verify in ATS what preferred language is, print documents and backpack home. We contact LIS if we don't have Language Para availability. We conduct both over-the-phone and in-house interpretation

services. Most used are the in-house Language Paras. Use funding allocation for on-site interpreters for events and parent-teacher conferences in a timely manner.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Literature from NYCDOE Translation and Interpretation unit (i.e. "I Speak..." card) is discussed and distributed at faculty conferences, department meetings, common planning meetings, articulation team meetings and informational meetings. We use all NYCDOE resources (i.e. "pointer" cards - parent points to preferred language recognized on card); Language Palm Card used at main security/sign-in desk and main office; Parent Coordinator Workshops. Professional Development given by ENL Coordinator is available in the use of translation and interpretation services prior to Fall Parent-Teacher Conference.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster is displayed in main entrance lobby; the Parents' Bill of Rights is backpacked home and extras are available in main office; the Parents Guide to Language Access is distributed by Parent Coordinator (i.e. initial visit/registration; parent workshops). The Parent Resource Center is located in the guidance suite adjacent to the Parent Coordinator's (LAC) office. All notification documents can be found at the Translation and Interpretation Unit's intranet site: <http://intranet.nycboe.net/SchoolSupport/translationandinterpretationunit>.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We give each parent a Parent Language Survey re: services the school offers and if their needs were met.