



THE SEEALL ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 180 SCHOOL NAME: The SEEALL Academy

SCHOOL ADDRESS: 5601 16th Avenue

SCHOOL TELEPHONE: (718) 851-8070 FAX: (718) 853-9308

SCHOOL CONTACT PERSON: Gary M Williams EMAIL ADDRESS: gwillia16@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: JoAnne DeCarlo-Spettell

PRINCIPAL: Mr. Gary Williams

UFT CHAPTER LEADER: Ms. Lynette Azar

PARENTS' ASSOCIATION PRESIDENT: Ms. Eileen Egan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 CHILDREN FIRST NETWORK (CFN): 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Gary Williams	*Principal or Designee	
Lynette Azar	*UFT Chapter Chairperson or Designee	
Elieen Egan	*PA/PTA President or Designated Co-President	
Alice Lombardo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wendy D’Ugo	Parent	
Nicole Ferguson	Parent	
Fran Gillen	Parent	
Calli Bellitti	Teacher	
Ann Patrone	Teacher	
Rosanne Pritting	Teacher	
Joanne Spettell-DeCarlo	Teacher/SLT Chair	
Jason Wolpoff	Teacher	
Doreen Daly	Parent	
Maria Ferrantelli	Parent	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision and Mission:

We have high expectations for all students and strive to prepare them to meet all academic challenges. Our school aims to develop literate, articulate and socially responsible young people. We hold high educational standards with academic success for all students. Our staff provides a supportive environment that encourages students to become responsible for their own learning and foster student participation. Our school community works collaboratively so that we may create an academically challenging environment. Working together, we will grow as a community of lifelong learners.

PS/IS 180 is dedicated to creating a nurturing environment where both the home and the school environment strive for excellence, and high achievement for all children. We have high expectations for all students through the use of a standards-based integrated curriculum.

Contextual Information about the School's Community and its Unique/Important Characteristics:

PS/IS 180 is located in the Borough Park section of Brooklyn, New York. Our Pre-Kindergarten through Grade 8 School serves a population of approximately 1200 students from culturally diverse backgrounds. The school is located in a community where the majority of children attend private schools for academic and religious instruction, thus many of 180's children are bussed in from nearby communities. The school building is a well-maintained, updated pre-war building where students' work and class collaborations are proudly displayed throughout the building.

PS/IS 180 has been building a reputation as a school with rigorous instruction and a strong emphasis on the Arts. At IS 180's first 8th grade graduation in June 2009, our guest speaker, Chancellor Joel Klein announced that the request to rename our school had been granted, and we are now officially known as "The SEEALL Academy – PS/IS 180."

The Arts program at The SEEALL Academy consists of the following:

- The school has 2 full-time licensed Visual Arts teachers who work with students in grades PreK-Grade 8. Art instruction includes hands-on fine art projects, murals, art history, and art appreciation.
- We have 2 full-time and one .5 licensed Music teacher. Our music teachers instruct students in general music, recorder, chorus, violin and instrumental band.
- Dance instruction is provided by teachers for intermediate school students in their enrichment classes. Our current dance instruction for middle school is provided by an American Ballroom Theater Residency Program,(Dancing Classrooms.)
- The school has a theater program, which services students in grades 3-8. The theater teacher provides acting and technical production instruction to the intermediate school students. There is

an IS 180 Theatre Ensemble group which performs two plays throughout the year, one of which is a musical production.

- Our school has formal partnerships with various cultural institutions and residency programs to enhance the existing arts programs in our school, such as The Metropolitan Museum of Art's Student as Museum Researcher program, American Ballet Theater Red Hook Native American Arts Council, Carnegie Hall and Flying Bridge Community Arts.

Our motto is "**We SEEALL The World Has To Offer.**"

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The SEEALL Academy			
District:	20	DBN #:	20K180	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	64	63	64		94.6	94.8	TBD		
Kindergarten	126	165	182						
Grade 1	74	110	140	Student Stability: % of Enrollment					
Grade 2	86	81	115	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	82	102	87		95	95.7	TBD		
Grade 4	82	85	115						
Grade 5	72	87	90	Poverty Rate: % of Enrollment					
Grade 6	96	134	164	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	86	110	142		56.4	51.2	64.9		
Grade 8	0	95	117						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	8	TBD		
Grade 12	0	0	0						
Ungraded	11	3	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	779	1035	1221		16	19	13		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	17	28	31						
No. in Collaborative Team Teaching (CTT)	80	100	117	Principal Suspensions	9	42	48		

DEMOGRAPHICS							
Classes							
Number all others	24	37	40	Superintendent Suspensions	9	11	10
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	25	CTE Program Participants	NA	NA	NA
# in Dual Lang. Programs	0	0	117	Early College HS Participants	NA	NA	NA
# receiving ESL services only	80	100	117	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	24	37	40	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	79	89
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	17	21	22
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	13	12	24
	0	1					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0.2	Percent more than two years teaching in this school	50.0	57.0	64
Black or African American	3.0	2.7	2.0	Percent more than five years teaching anywhere	43.5	50.6	80
Hispanic or Latino	14.9	16.9	17.0				
Asian or Native Hawaiian/Other Pacific Isl.	41.1	38.4	39.1	Percent Masters Degree or higher	84.0	84.0	83
White	41.1	42.0	40.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.9	90.3	96
Multi-racial							
Male	51.6	53.0	52.9				
Female	48.4	47.0	47.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	70.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	36.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, summarize in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The principal provides collaborative, inspiring, leadership to motivate and empower the school community.

The school has communicated a clear vision for a broad and enriched educational experience and is implementing it successfully.

The curricular and extracurricular programs offer variety, challenge and extensions to learning within effective specialized instructional settings.

Disaggregated data is increasing the capacity of leaders and teachers to understand the needs of the school, its groups and students.

Good use is made of data to evaluate the effectiveness of programs and practices and to adjust plans and practices.

Administration provides effectively differentiated professional development to support teachers varied needs.

The school has designed a variety of interventions to address the needs of special populations and those needing support to achieve at high levels.

Students are happy at their school, like their teachers and administrators and receive good academic, social and emotional support.

Teachers are effectively empowered to collaborate and contribute to shared decision-making through team structures that enable wide participation.

The school has extended parent participation in planning and decision-making and is effectively promoting collaboration and ownership.

Clear lines of administrative responsibility support the smooth and seamless operation of all aspects of

the school.

The % of students scoring in Levels 3+4 _____ in ELA.

The % of students scoring in Levels 3+4 _____ in Math.

The % of students who made 1 year of progress in _____

The % of students who made 1 year of progress in _____

Overall student attendance increased from 94.6 to 95.2%.

Differentiated instructional practices are not moving a significant number of Level 2 students to proficiency.

Differentiated instructional practices are not enriching and extending the learning of Level 3 students.

Teachers are still learning how to best use informal/formal assessment tools to inform instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: To implement new reading and assessment programs, that provides daily differentiation for all learners.

By June 2011, we will have implemented of the following programs: *Reading Streets* for Grades K through 5 and *Mirrors and Windows* for Grades 6 through 8. This will improve and ensure instructional coherence, uniformity, and alignment.

Goal #2: To develop teachers' use of data to design and implement differentiated and personalized instruction for students.

By June 2011 the teachers in Grades K-8 will collect and organize student data and student work in shared centralized portfolios.

GOAL #3: To increase parent involvement to improve student performance and growth.

By June 2011 a minimum of 50% of parents will attend at least one workshop, conference, and/or PTA meeting for the 2010-2011 school year, as measured by the total school population.

GOAL #4: To increase student performance in ELA and Mathematics through rigorous instruction based on the Common Core State Standards.

By June 2011 the teachers will in grades K through 8 will use rubrics based on the common core standards to set rigorous instructional expectations daily by March 2011

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan. **Indicators of Interim Progress and/or Accomplishment** of improvement identification.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement a reading, assessment, and instruction programs that provide daily differentiation for all learners in Kindergarten through Grade 8 classrooms.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Weekly professional development, modeling, planning meetings, and grade conferences will be conducted by the Assistant Principal, Literacy Coach, Grade Leaders, AIS Providers, ESL Coordinators, and SETSS Provider, in order to provide support and training on how to use assessment results and other available data to implement differentiated lessons within the program.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Contracts for Excellence: Literacy and Math Coach Salary TL FSF: Per diem for PD and data specialist TL FSF Inquiry team per session</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop teachers' use of data to design and implement differentiated and personalized instructional plans for students.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Teachers will create shared student portfolios for all classes in Grades K-8. Teachers will compile assessment data, formative and summative assessments, writing samples, a record of parent contacts, and a record of interventions or services received in the portfolios. Teachers will use the data and work compiled to design lessons and make instructional decisions that address individual student needs. Teachers will collaborate to write instructional plans for students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I Professional Development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student portfolios will be in classrooms for access by classroom teachers in grades 3-5, and centrally located for access by teachers of departmentalized classes in grades 6-8. Portfolios will contain written plans for addressing student needs based on the data and work compiled. Classroom lessons and activities will address these needs specifically. Teacher's daily lesson plans K-8 will describe grouping and means for differentiation based on the portfolio design. All formal and informal observations will show evidence of implementation.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, engage parent involvement to improve student performance and growth</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parent surveys will be distributed to gather information and data reflecting parent interests. Title I parent involvement money will be utilized to plan parent workshops. Workshop evaluations and feedback will be used to plan additional activities for the school's needs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy Title I money where allowed</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Parent attendance will show that 50% of students had one or more parent/ guardian attend a workshop, conference, or meeting. Workshops, conference meetings, and activities will be designed based on parent surveys and evaluations.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student performance in ELA and Mathematics through rigorous instruction based on the Common Core State Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional teams comprised of administration, teachers, and coaching staff will meet weekly from December and January to create grade and subject specific rubrics based on the philosophy and language of the Common Core State Standards for ELA and Mathematics. Coaches will provide professional development, mentoring, and conduct model lessons in February. In March 2011 the grade and department teams replace existing common rubrics with the CCSS rubrics. They will use the new rubrics to design new lessons and/or redesign lessons with rigorous expectations based on the Common Core State Standards. The rubrics and Common Core State Standards will serve as a basis for creating interdisciplinary curriculum maps for the 2011-2012 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy Title I money where allowed</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Uniform rubrics for reading literature, reading informational texts, speaking and listening, writing, language, and all mathematic domains will be created by April 2011. Dissemination of the rubrics, professional development, mentoring, and model lessons will be provided in April 2011 to prepare teachers to use the rubrics. Lessons utilizing the rubrics will be conducted in every classroom.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>During the school day:</p> <ul style="list-style-type: none"> - the Wilson Program is a reading intervention program designed for children with special needs in a small group. - The Great Leaps Reading Program is an intervention program which builds reading fluency in letter sounds, words, word phrases, and reading passages in a one-to-one setting. - LeapFrog is an interactive, multi-sensory system which provides engaging content-based instruction in a small group or one-to-one setting. - Lakeshore Leveled Libraries provide additional support and practice for independent reading in the classroom. <p>After School:</p> <ul style="list-style-type: none"> - Strategies for Success – AIM Higher program for Grades 3-8 provides additional support and practice in literacy skills and strategies during small group instruction. - ELL Title III program (Grades 1-8) focus on building language skills, reading comprehension, fluency and word study skills in a small group setting.
Mathematics:	<p>During the school day:</p> <ul style="list-style-type: none"> - AIS provider with a push-in/pull-out program for small group intervention program to build fluency in various concepts and computation skills. - Continental Press Math Intervention Program focuses on concrete strategies with the use of variety of manipulative during small group and whole group instruction. <p>After School:</p> <ul style="list-style-type: none"> - AIM Higher Math Program is an intense intervention program which focuses on mathematics Skills and concepts for small group instruction
Science:	<p>During the school day:</p> <ul style="list-style-type: none"> - AIS provider with a push-in/pull-out program for small group intervention program to build fluency in various concepts, inquiry and hands-on skills.
Social Studies:	<p>During the school day:</p> <ul style="list-style-type: none"> - AIS provider with a push-in/pull-out program for small group intervention program to build fluency in various concepts, analysis and research skills.

At-risk Services Provided by the Guidance Counselor:	<p>Non-mandated, at-risk students are serviced individually or in small groups to address emotional/social/behavioral issues during school day. Parent meetings, telephone calls and notifications are made, as well as referrals to outside agencies, when needed. A proactive approach is utilized, and parent involvement/collaboration is encouraged. A new “girls group” for our intermediate school was formed in September 2008 with our new, female guidance counselor and has been met with enthusiastic response and participation. “Bully Prevention” workshops are conducted on a class-by-class basis by our two guidance counselors.</p>
At-risk Services Provided by the School Psychologist:	<p>Informal at-risk services for non-mandated students are provided by our two school psychologists. School psychologists visit classes and build rapport with out students.</p>
At-risk Services Provided by the Social Worker:	<p>Non-mandated, at-risk students are serviced individually or in small groups to address emotional/social/behavioral issues during school day. Parent meetings, telephone calls, community outreach services, advocacy efforts, articulation and collaboration with teachers and school community, as well as referrals to outside city/state agencies when needed.</p>
At-risk Health-related Services:	<p>“Open Airways” small-group workshops provided by school nurse for asthmatics. Facilitate the children’s’ ability to keep their asthma under control. Allergy workshops conducted on a class-by-class basis for all grades.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

- There will be new revisions to our school’s approved 2010-11 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2010-11 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2010-11 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2010-11 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section II. Title III, Part A LEP Program Narrative

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

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. **(3)**

Section III. Title III Budget

School: 20K180

BEDS Code: .

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,978	200 hours x \$49.89 Teacher, School Aide and Supervisor per session
Purchased services - High quality staff and curriculum development contracts.	\$4,000	Professional development for staff of curriculum enhancements.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$15,000	Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, computers, smartboards,
Educational Software (Object Code 199)	\$7,000	(Example: 2 Rosetta Stone language development software packages for after-school program)

Travel		
Other		
TOTAL	\$35,978	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

At the beginning of the new school year we gather information to determine our translation and interpretation needs for incoming students. Home Language Surveys, and Committee on Special Education IEP's are all used to flag the need for interpretation or translation service. We create a list of needed languages as a result of our review process of obtaining this data. This list allows our school to order appropriate materials for parents. This procedure is followed for students previously enrolled in our school program.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We refer to each child's parents to determining their needs for translation and interpretation services. The parents/guardians speak the following languages: Spanish, Chinese (Mandarin), Russian, Bengali, Urdu, Arabic. We report these findings to our ELL and classroom teachers as well as our school body through SLT, cabinet and site coordinators' meetings. They, in turn, attend to the needs of our diverse parent groups by distributing translated information and ensuring parents are informed in their native language.

3. Using the home language survey we have conclude the need for multi-language school calendars to be distributed.
4. Multi-language translation services provided at Parent Teacher Conferences.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our assessment of written translation needs consisted of reviewing our Home Language Surveys and feedback from our ESL teachers to identify the language groups and percentage of families that would be served. 20% of our population consists of English Language Learners. Chinese, Russian and Spanish have been identified as the three largest language groups in our school. We have been translating documents in these languages for several years.

Our written translation services include translation of our monthly calendar offered in Chinese, Russian and Spanish. This provides our non-English speaking parents with school-wide information about upcoming events and special dates (testing, trips, etc.) pertaining to our school. Translation of PTA letters and flyers which allows our non-English speaking parents to participate in PTA functions thereby supporting and encouraging parent involvement in our school. Parents are informed about fundraising events as well as community-based activities such as family movie night thereby feeling more connected to the school community.

Historically our school has used the staff identified in this report (paraprofessionals) to provide oral translations at our opening of the year ESL parent orientation workshop. We have called on our paraprofessionals to participate in parent meetings so that communication between parents and teachers are facilitated. Families who are new to our school, and who do not speak English, are immediately relieved when our translators come on board. Our ESL Department staff is often called upon to provide translation services as well. This is indicative of the across the board support our school provides our parents and students. Since 20% of our population is second language learners we know that this service is both needed and required if we are to have clear and meaningful communication with these families. In addition, there is another 15% of our population with a limited knowledge of the English language. When we think of their comfort level with English and provide native language support, it validates and supports the school's respect for all people and cultures. Building good relationships with our families continues to be one of our goals.

We distribute to the parents the translated versions of the Parent Bill of Rights and Responsibilities from the NYCDOE Translation and Interpretation Unit.

We have translated signs in the covered languages are posted regarding the availability of translation and interpretation services.

If a parent or visitor does not speak English, they would not be prevented from reaching the school’s administrative offices due to this language barrier. The SSO or staff member would try to determine the language the individual is speaking and then attempt to locate a translator within the building by contacting the main office. If a translator is not available, the SSA would escort the individual to the main office. A school representative would then contact the Translation and Interpretation Unit at 718-752-7373 to request translation services via phone.

Pursuant to section VII we do not have more than 10% of children at our school whose primary language is neither English nor are covered.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0.00	1,065,568	1,065,568

2. Enter the anticipated 1% set-aside for Parent Involvement:	0.00	10,656	10,656
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0.00	*	*
4. Enter the anticipated 10% set-aside for Professional Development:	0.00	*	*

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **95%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- * The school has refined its recruitment and screening practices for hiring teachers. The Hiring Committee selects candidates based on credentials and certifications as well as on proven performance.**

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

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

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

Explanation – School Parental Involvement Policy:

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is strongly recommended that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact:

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's

written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

I. The SEEALL Academy will implement a parent involvement policy strengthening the link between the school and the community. Our policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team, the Parent Teacher Association, and Parents as Learning Leaders Program. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home school partnership that provides parents with the information and training needed to effectively become involved in planning and decision-making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community, as a whole.

Title I Parent Involvement Policy

1. PS/IS 180 will take the following actions to involve parents and strengthen the link between the school and the community, as required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA)
2. PS/IS 180 will take the following actions to involve parents:
 - Convene an annual meeting for parents for the purpose of explaining our offerings, as supported by our Title I funding. In subsequent years, this meeting will be held during the start of the school year, in conjunction with a curriculum night. In this first year of operation, we will convene this meeting soon after our SLT is determined.
 - Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs,
 - Provide parents with the opportunity to meet with guidance counselors and faculty to familiarize parents with the academic expectations and supports available to students, and make parents aware of the role parents must play in having children achieve proficiency levels.
 - Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.

3. PS/IS 180 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

N/A

4. PS/IS 180 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Members of the SLT will conduct the evaluation. In subsequent years, The SLT will issue a survey that will be completed by November. This first year of operation, we will complete the survey soon after the SLT has been established. The results will be reviewed at subsequent SLT & PTA meetings when parent comments will be solicited.

5. PS/IS 180 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State's academic content standards
- The State's student academic achievement standards;
- The State and local academic assessments including alternate assessments;
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators.
- Evening workshops held in conjunction with PTA meetings.

b. PS/IS 180 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Distribute course outlines, etc. to familiarize parents with academic requirements.
- Evening workshops conducted by teachers and other staff as well as community based organizations.

c. PS/IS 180 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

· Workshops will be conducted in conjunction with regularly scheduled professional development.

d. PS/IS 180 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Reading, Home Links, the Parents as Learning Leaders Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Having the Parent Coordinator serve as a resource for contacting these activities.

e. PS/IS 180 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Translate all mailings as necessary.

- Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.

- Develop a uniform format for all mailings.

Adoption

In subsequent years, this School Parental Involvement Policy and the School Parent Compact will be developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs (100% of our students), as evidenced by School Leadership and PTA Meetings on particular dates. This year, the administration developed this plans with the intent to discuss it with the parents once the School Leadership Team has been established.

This policy will be adopted by PS/IS 180 after modifications have been included after meeting with the School Leadership Team and will be in effect for the period of two years. The school will distribute this policy to all parents on or before September 30 in future years and soon after its adoption this year.

Principal's Signature: _____

Date: 06/22/10

School Parent Compact School Responsibilities

PS/IS 180 - The SEEALL Academy will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet the State's student academic achievement standards as follows.
- Hire faculty with significant training in their field of expertise.
- Provide ongoing training and professional development for pedagogical strategies to build a collaborative teaching staff.
- Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs.
- Hold parent-teacher conferences, during which this Compact will be discussed as it relates to the individual child's achievement.
- Specifically, those conferences will be held.
- Parent Teacher conferences will be held in November and March per citywide calendar.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows

- Teachers will prepare a progress report for each middle school student 4x per year, in addition to the report card, which is distributed 4x per year. These progress reports will offer comments and strategies for moving forward in the subject.
- Attendance committee will work to facilitate better communication with parents regarding absent students, and offer Rewards to classes with improved attendance.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Staff will be available for consultation at parent-teacher conferences and by appointment.
- Parent Coordinator will be available for consultation during school hours
- A school website offers a strengthened home/school connection to parents and students.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows.
- Parents are invited to attend fall curriculum conferences and open school week in November.
- The PTA sends a letter out to all parents asking in what ways they might be able to contribute to the school, and asking them to Volunteer at specific upcoming events.

Parent Responsibilities:

- We as parents will support our children's learning in the following ways.
- Supporting my child's learning by making education a priority in our home by.
- Making sure my child is on time and prepared everyday for school.
- Monitoring attendance.
- Talking with my child about his/her activities every day.
- Scheduling daily homework time.
- Providing an environment conducive for study.
- Making sure that homework is completed.
- Monitoring the amount of television my children watch.
- Becoming involved in developing, implementing evaluating and revising the school-parent involvement policy.
- Participating in training that the school offers on child rearing practices and learning strategies
- Sharing the responsibility for improved student achievement
- Communicating with his/her child's/children's teachers about their education needs
- Asking parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the education process
- Providing written documentation of a child's absence form school
- Returning and signing all papers requiring a parent signature
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy

- Expressing high expectation and offering praise and encouragement for achievement.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

PS/IS 180 is a school where Students Are Educationally Enriched as Learning Leaders, hence our name The SEEALL Academy. Because our philosophy encourages the discovery, inspiration and nurturing of talents for all students, it is important for us to attract staff who have significant training in their field of expertise. PS/IS 180 works closely with the New York City Department of Education Fellows Program to attract highly qualified teachers to our school. Potential candidates are invited in for an interview with 180's hiring team, and asked to conduct a demonstration lesson. PS/IS 180 utilizes the mentoring program to provide training and support to new teachers and guide them in their

certification needs. Literacy and math coaches offer additional support. Professional workshops are offered during and afterschool. The UFT Chapter chairperson at PS/IS 180 provides information and literature regarding UFT course offerings that will satisfy licensing and certification requirements for our new teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State’s student academic standards.

We provide professional development for our entire faculty on a monthly basis. Literacy and Math Coaches offer individual and group training on a weekly basis. Lunch and Learns are used on a monthly basis to address topical issues, and monies have been allocated to provide afterschool workshops for staff members.

5. Strategies to attract high quality highly qualified teachers to high-need schools.

PS/IS 180 works closely with the New York City Department of Education Fellows Program to attract highly qualified teachers to our school. Potential candidates are invited in for an interview with 180’s hiring team, and asked to conduct a demonstration lesson.

6. Strategies to increase parental involvement through means such as family literacy services.

PS/IS 180’s parent coordinator works with our Literacy Team to offer family workshop nights to our school community. Each workshop focuses on a particular skill, such as “No Tears homework,” building a love of reading with your child, and Mathematics Home Links. Translators are available to assist parents for whom English is a second language. Parents wishing to take Adult ESL classes are offered referrals to free district-wide programs housed in neighboring public schools.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our preschool social worker makes outreach efforts to parents of preschoolers enrolled in our three Universal Pre-Kindergarten classes. The SEEALL Academy holds an orientation and school Kindergarten tour to preschoolers in early winter to help make the transition from PreK to Kindergarten.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our teachers will continue to develop and refine existing rubrics during grade meetings, department meetings and common planning periods using units of study in Reading, Writing and Math as a foundation for rubric development. These rubrics will be utilized as a teaching tool to provide students with explicit instruction and as an assessment tool to assist students in self monitoring and revision. Our Literacy and Math

coaches will set up lab sites on each grade to demonstrate the use of uniform rubrics in all grades and model lessons for teachers. The SEEALL Academy administration will offer continued professional support on the development of standards based rubrics.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our Pupil Personnel Team consists of guidance counselors, grade leaders, principal, assistant principals, school psychologist, school social worker, parent coordinator, literacy and math coaches, data specialist and AIS providers. They make outreach efforts to teachers, parents, and school community members to identify students who are displaying difficulty in academic achievement and develop intervention plans to address the specific needs of the student. A case manager from the PPT is assigned to closely monitor the progress of each identified student.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We offer a free and reduced lunch program for our students and have assigned staff members to collect the forms, and facilitate translation services for parents who need help completing the form. All of our faculty have taken both the Violence Prevention workshop as well as the Child Abuse Identification Workshop. Four staff members, including our Parent Coordinator have recently participated in the "Respect For All two-day workshops, and will turnkey training to the whole staff.

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

Explanation/Background:

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		√				
Title I, Part A (ARRA)	Federal	√					
Title II, Part A	Federal		√				
Title III, Part A	Federal	√					
Title IV	Federal		√				
IDEA	Federal	√					
Tax Levy	Local	√					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

-
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
 - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The SEEALL Academy					
District:	20	DBN:	20K180	School		332000010180

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	63	64	65		94.6	94.8	95.4
Kindergarten	165	182	82				
Grade 1	110	140	146	Student Stability - % of Enrollment:			
Grade 2	81	115	131	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	102	87	113		95.0	95.7	95.6
Grade 4	85	115	87				
Grade 5	87	90	114	Poverty Rate - % of Enrollment:			
Grade 6	134	164	153	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	110	142	162		56.4	64.9	70.6
Grade 8	95	117	143				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	8	3
Grade 12	0	0	0				
Ungraded	3	5	5	Recent Immigrants - Total Number:			
Total	1035	1221	1201	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					16	19	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	28	31	31	Principal Suspensions	9	42	49
# in Collaborative Team Teaching (CTT) Classes	100	117	102	Superintendent Suspensions	9	11	10
Number all others	37	40	49				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	25	TBD	Number of Teachers	62	79	91
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	21	11
# receiving ESL services only	205	252	TBD				
# ELLs with IEPs	8	38	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	13	12	23

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	50.0	57.0	64.8
				% more than 5 years teaching anywhere	43.5	50.6	57.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	84.0	90.1
American Indian or Alaska Native	0.0	0.2	0.4	% core classes taught by "highly qualified" teachers	95.9	90.3	97.4
Black or African American	2.7	2.0	1.7				
Hispanic or Latino	16.9	17.0	19.8				
Asian or Native Hawaiian/Other Pacific	38.4	39.1	36.2				
White	42.0	40.3	41.5				
Male	53.0	52.9	52.6				
Female	47.0	47.1	47.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	46.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.3						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN4	District 20	School Number 180	School Name The SEEALL Academy
Principal Gary Williams		Assistant Principal Pat Trani	
Coach Lisa Guilini Danza		Coach type here	
Teacher/Subject Area Cassandra Jones ESL		Guidance Counselor Anthony Gaglio	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Deborah Ragonese	
Related Service Provider type here		Other Bob Moy Data Specialist	
Network Leader Karen Ditolla		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1199	Total Number of ELLs	220	ELLs as Share of Total Student Population (%)	18.35%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At the SEEALL Academy, ELLs are identified several ways by our well-prepared school staff. At their initial registration, our school office staff has been trained to ask whether or not the student and/or parents speak a language other than English at home. If so, the parents are given a Home Language Survey or HLIS (in translation if needed) to fill out immediately. The HLIS is translated in fourteen languages and given to parents to identify what language the student speaks at home, thereby determining eligibility for the LAB-R exam. If the parent or guardian chooses "other" at least once from questions 1-4 and at least twice in questions 5-8 then the child is eligible for LAB-R testing after an informal interview with a trained pedagogue. While the parent is completing the HLIS, a trained pedagogue from the ESL Department is called to the office to conduct the informal interview with the Parent(s) and/or student. The ESL Department currently consists of Mrs. Azar, Mr. Danisi, Mrs. Gitlin and Ms. Jones who are all certified ESL teachers and speakers of Languages other than English who have been well-trained and are experienced in identifying potential ELLs. A member from the ESL Department will discuss with the Parent(s) and student as part of a detailed informal oral interview. For the native language interviews in languages the ESL team members do not speak, other native speakers from our staff such as teachers Mrs. Perez and Mr. Wolkowisc (Spanish), School Aides Mrs. Miu (Chinese) and Paraprofessionals Mrs. Chen (Chinese) and Mrs. Kivenko (Russian) act as translators for trained pedagogues. If a student is determined to be a potential ELL by the results of the Home Language Survey and the Parent/student interview(s), the LAB-R exam is administered within the first ten days of their attendance by a trained ESL Department member. Those students who score below proficiency level on the LAB-R are then flagged by the ESL Department as eligible for ESL services. Spanish speakers who score below proficiency level are also given the Spanish LAB-R by Mr. Wolkowisc, a certified ESL Teacher, Spanish teacher and native Spanish Speaker. Every year, the New York State English as a Second Language Achievement Test (NYSESLAT) is given to all ELLs. Their scores are used to measure their individual progress and is used by ESL and Content-area Teachers to inform instruction. Using the results from the RNMR report in ATS, we are able to analyze the information by modality, Reading, Writing, Listening and Speaking to identify the areas of strength and need for each student and correlate it by group whether by level or grade-band. The ESL Department communicates with the Content-area teachers regularly to assess the ongoing needs and progress of the students by comparing their progress from the previous years' NYSESLAT, LAB-R, ELA results as well as classwork and teacher-created assessments. to create an overall data-driven view of students.

2. After all potential ELLs have been identified and tested, the parents of the resulting eligible students are invited to attend a Parent Orientation which is held within the first weeks of the school year. The ESL department sends home entitlement letters and invitations to the Parent Orientation Meeting, after which they and the school support staff such as Paraprofessionals and other LOTE teachers call the students' homes to encourage their attendance. The Parent Orientation meeting is held in a designated area such as the Library, Teacher Resource Center or large classroom, which is set aside for their convenience and comfort. After signing in, all participants are given an agenda listing the meetings' schedule of events and the speakers. Mrs. Ragonese also provides informative brochures and information in many languages describing the variety of programs and services available to them and to assist parents in transitioning into the New York City Public school system. The Principal, Assistant Principals and the entire ESL Department attend the meeting and speak about the school's welcoming culture, instructional plans and internal support systems, expectations for parents and students, available community-based support and the PTA meeting schedule. The informative Orientation Video for Parents of English Language Learners from the EPIC case is played for Parents in the language of their choice. After which, the three available program choices are discussed at length with all parents. The trained pedagogues of the ESL Department assist parents in their choice of language program for their student. The completed HLIS and Program Selection forms are filed by year and stored safely in the ESL Department records.

3. The ESL Department uses the continually updated lists of new students collected and potential ELLs identified through the school staff to compile a roster of new students. After LAB-R testing within the first ten attendance days, the ESL department sends home entitlement letters along with invitations to the Parent Orientation Meeting. Those Parents who did not attend the Parent Orientation meeting or the make-up date that is offered, are invited to the school for individual meetings to discuss the program options. New students that are admitted during the school year are identified in the same manner and individual meetings are arranged with native language translators at the earliest convenience of the Parent or guardian. Parents who are unable to come to the school receive the information in a phone conference and native language support is offered at every opportunity.

4. During the Parent Orientation Meeting and subsequent phone conferences, maintenance and continual development of their native language is encouraged and the benefits both academic and cultural are explained. Native language speakers from school staff offer both translation and personal experience in support of native language development.

5. Due to Parent choice, our school consistently offers a freestanding ESL program. The majority of parents choose ESL with less than 5% selecting dual language or transitional bilingual programs. These parents are given the names of district schools that offer dual or transitional bilingual programs in their native languages but choose to remain at PS/IS 180.

6. Parent choice is the predominant factor in determining the language program for students. The majority of parents choose ESL although last year PS/IS 180 added a Bilingual Chinese Kindergarten class as a result of Parent choice. The school staff and parents of these students remained in close communication throughout the school year to monitor the students in the new program. At the end of the school year, the majority of Parents chose to change their program choice to Freestanding ESL and submitted letters to that effect. In order to provide transitional support, those students are being offered native language support by a certified Chinese Bilingual instructor

in an afterschool setting to assist them in their transition from a bilingual classroom.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	4	2							2					8
Push-In	22	59	31	26	13	16	14	17	13					211
Total	26	61	31	26	13	16	14	17	15	0	0	0	0	219

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	220	Newcomers (ELLs receiving service 0-3 years)	172	Special Education	38
SIFE	3	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	162	1	21	43	2	14	5	0	2	210

Total	162	1	21	43	2	14	5	0	2	2	10
Number of ELLs in a TBE program who are in alternate placement:											

C. Home Language Breakdown and ELL Programs

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

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

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	
French										0	0
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	8	5	5		1	4	3	3					36
Chinese	10	43	19	8	6	4	3	4	4					101
Russian	8	5	2	4	1	3	2	3	3					31
Bengali	1	1	1	1			1							5
Urdu		2		1	3	1								7
Arabic				1		1			1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1					2			1					4
Albanian		1	1	3	2									7
Other	1	1	5		1	4	4	7	3					26
TOTAL	28	61	33	23	13	16	14	17	15	0	0	0	0	220

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Currently, we provide freestanding English as a Second Language (ESL) push-in program for K-1 and pull-out 2-8 model for our ELLs. Regarding instructional units of ESL, as required under CR Part 154, beginner and intermediate level ELLs receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction each week as per CR Part 154 mandates. The students are assessed in detail according to their NYSESLAT scores by modality, LAB-R, ELA and classwork for grouping. The beginning and low-intermediate students are placed in relatively homogeneous groups, as are the intermediate and low-advanced and advanced. Grades K, 1 and 5 are in graded groups although grades 2-4 and 6-8 are organized into ungraded groups by proficiency level.

2 The ESL department is organized by school (Elementary and Middle) and grade band guided by the NYSESLAT. Grades K and 1 each have a single instructor to meet the academic and developmental needs of the students at that age and emotional developmental level. For grades 2 through 4, the instructor utilizes her 15 year of classroom experience as a 3rd grade teacher to prepare students for the rigorous needs of testing as well as her background in ESL and Bilingual education to support their language acquisition and schema across the content areas. The 5th grade also has one teacher and is arranged into graded homogenous groups to increase their focus and to prepare students to transition to the different academic approach of middle school. The middle school students are grouped by proficiency level to more intensely address their needs by modality. This is done to increase the efficiency of language acquisition by creating support for content area teachers using academically rigorous materials differentiated by proficiency level to create accessible content. All teachers in every grade have at least one freestanding ESL class, not focused on content-area instruction.

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

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

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

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

3 The SEEALL Academy has changed the program focus from balanced literacy to using content-area focused, academically rigorous approach based on the Cognitive Academic Language Learning Approach (CALLA) model of language acquisition in tandem with the sheltered English instructional support of the Sheltered Instructional Observation Protocol (SIOP) model. Through a detailed analysis of the ELL data and ongoing communication and strategy development between ESL and Content-area pedagogues, PS/IS 180 decided to predominately use the Pearson Longman company's programs to provide a consistent K-8 solution for our ELLs. The Pockets, Keystone and Cornerstone series provide materials that promote academic language development through content area instruction and explicit instruction in learning strategies for both content and language acquisition. The structured assessment process is built in at every level of instruction, from diagnostic to book post-test and throughout each "Big Question" focused unit.

The learning strategies used across the four language modalities include but are not limited to identifying root words, learning sentence, word and text structure to develop grammar schema and enhance reading comprehension, graphic organizers, outlining, summarizing, the writer's workshop editing process, finding the main idea and details, making predictions, inference, context clues, cause and effect, drawing conclusions, genre reading, author studies, summarization, problem-solving, critical analysis and self-evaluation.

4 The series includes a wide range of primary and support materials such as leveled textbooks with corresponding workbooks, audio CDs, DVDs with high interest videos for each unit, interactive student CD-Roms, eBook, and even posters. Both fiction and nonfiction Leveled authentic readers aligned with each unit are also available to provide additional support and build connections to the material as well as background knowledge. Teachers are provided with unit-based well-organized instructional support to assist in structuring daily lessons. Specific instructional strategies such as question and response (QNR), directed reading thinking activities (DRTA), scaffolding techniques like think alouds, reinforcing contextual definitions, as well as using gestures, modeling, realia, manipulatives, interactive and integrated multimedia connect audio-visual medium are used to support key academic vocabulary and concepts, provide meaningful activities, create links between past learning and new concepts, all of which support culturally-responsive, needs-targeted differentiated instruction. The multilevel program blends research-based reading and language skills instruction together with a balance of content area readings and age-appropriate, high interest stories. Foundational phonics are integrated to support phonemic awareness as are academic vocabulary building skills all of which develop transferable academic skills in support of connected learning. In this way, our ELLs will be supported through-out their entire academic experience with differentiated materials that meet them at their levels with comprehensible content in a collaborative learning environment that meets both them at their level and challenges them to reach above it. The support materials also reach across the four language modalities with audio and video materials, interactive student e-book and interactive CD-roms which will be provided to content-area teachers to further support ELLs in their classrooms. Pearson also hosts a companion website that extends and supports learning with more interactive areas for students and teachers with additional online tools and resources for both. Additional support materials that work in tandem with required state-standards are classic literature books differentiated by vocabulary size that allow ELLs to read with their class at their level. The fully integrated assessment tools cover diagnostics through end of book assessments as well as individualized review materials by skill and by strategy. Students can be grouped by need and/or by class and differentiated materials can be created to reinforce, review or readdress those needs with the same content at every proficiency level.

We plan to incorporate more kinesthetic learning as well as technology by purchasing a Smartboard to reach both ELL students and address the Special Education ELLs. Currently, we use the Leapfrog system with targeted instruction to support literacy skills(context clues, main idea, details inference etc), phonemic awareness and problem-solving and analysis for High-Intermediate and Advanced students. Additionally, integrated software programs that respond to student's needs have been researched and will be implemented for Special Education ELLs. PS/IS is in the process of selecting and implementing a software program such as ELLIS or Imagine Learning specifically to support ELLs such as SIFE, and Special Education, Newcomers and all low-functioning ELLs. The programs respond directly to the students' levels and offer an integrated assessment process which breaks down each students needs skill by skill. We will be able to track student progress by language level, class, skill. With this informatin, we will be able to further structure our program to support their needs. For example, if the Beginners consistently score low in grammar and comprehension we will know exactly how to sharpen our instructional focus. Initial use of the assessment program determined the need for Intermediate level and long-term ELLs to develop academic language which dictated one of this year's goals. All of these programs are possible with targeted use of Title III funding. With this level of reinforcement and consistency, our goal is to improve academic achievement across the board through scaffolded, sustained instruction using targeted language development strategies.

5 PS/IS 180 decided to change the ESL program focus from balanced literacy to a content-area focused, academically rigorous approach based on the CALLA model of language acquisition in tandem with the SIOP model to better address the needs of all ELLs. However, research in the education community shows that special needs populations such as Special Education ELLs, SIFE students, Newcomers and long term ELLs all benefit specifically from these methodologies.

Special Education students whose Individualized Educational Plans (IEPs) recommend bilingual services receive alternative placements. Each student with a bilingual recommendation is paired with a bilingual paraprofessional in addition to receiving ESL services. The bilingual paraprofessional is with their assigned student during content area instruction throughout the school day but does not assist during ESL instruction. Special Education students with ESL services on their IEP are serviced with their General Education peers to encourage socio-emotional growth as well as second language development. The benefit of the leveled materials it that it provides comprehensible input for all students at the same language level allowing the Special Ed student to participate with their peers which creates a collaborative learning community of students. Their IEP goals are met and updated through further collaborative instructional practices among the Special Ed, CTT teachers and ESL providers. Special Education students are given multiple options to respond to content area instruction with the support of visuals, manipulatives, videos, audio clips and interactive DVDs, all reinforcing the content area instruction with sturctured ongoing

assessments of students progress. Also, use of the Leapfrog system as an interactive tool for basic literacy which also has some native language guidance provides support for all the special needs populations.

Currently, PS/IS 180 does not have ESL students with disabilities, however our program would adjust its approach to that students individual physical and academic needs by creating a collaborative learning environment through teacher collaboration, peer support, parent contact and academic evaluation and on-going assessment. A variety of options for classwork would be made available depending on the learning style and ability of the student.

SIFE students are supported through newcomer strategies like a peer partner to assist the student's transition into the school environment and guidance counselor support. Parents/guardians are also in regular communication with school staff from classroom teachers through office staff to ensure a positive learning environment is created for the SIFE student. Native language support is offered through the use of bilingual dictionaries, student reference packets with bilingual basic phrases and important school and community related vocabulary guides intended to be living documents for students to use, take notes and refer to as they adjust to their new environment. Again, experts such as Margarita Calderon recommend using CALLA and SIOP with this ELL population because it integrates language and literacy development along with content area knowledge. Since SIFE students are substantively lacking in background knowledge and vocabulary, targeted strategies such as explicit vocabulary instruction in each content area, cause and effect, compare and contrast, Latin and Greek roots, prefix and suffixes, sequences and more metacognitive strategies.

There are various ways that we address the needs of newcomers. Newcomers are paired with a student "buddy" of the same language. Classroom teachers include newcomers in classroom activities as much as possible. Native language support is offered through the use of bilingual dictionaries, student reference packets with bilingual basic phrases and important school and community related vocabulary guides intended to be living documents for students to use, take notes and refer to as they adjust to their new environment. The ESL teacher collaborates with the classroom teacher to enable the development of the newcomers' "survival" or basic English communication skills. As the students' basic vocabulary grows, academic language is also developed through content area study in the ESL and mainstream classrooms. The ESL department in grades 2-8 use special newcomer materials such as content area dictionaries that are heavily focused on academic language to further target their individual learning needs. Key content area texts from all subject areas are used to teach basic language skills, grammar basics, and decoding skills. Continual collaboration among content area teachers and ESL teachers provides a reinforcement of academic content and vocabulary creating comprehensible input for the newcomers and a safe and supportive learning environment.

The change from balanced literacy to the content-rich, academically rigorous, structured assessments of the CALLA-based Pearson Longman program was in part a direct response to the Math, Science, Social Studies, ELA and NYSESLAT scores of ESL student with 4 to 6 years of service. After evaluating the data, the middle school ESL teacher has developed an inquiry study of those Advanced long-term ELLs that continue to miss passing the NYSESLAT by a small margin. These students also showed consistent areas of need in academic vocabulary and writing structure. The teacher selected a group of 7th grade ELLs whose numbers fell into this range and has developed a high-interest writing intensive course of study, using science content to better address these students' needs. Teacher and student self-assessment are integrated into this course of study and after tracking their results on this year exams, the resulting data will be used to determine the program's effectiveness and/or develop a similar program for the 6th and 8th grades. Also, an ESL science period has been added for lower-functioning students to provide support before they become long-term ELLs. Their progress is also being closely assessed by the ESL and content area teachers to determine whether or not this approach would assist in the other subject areas.

Alternatively, student that score Proficient on the NYSESLAT continue to receive testing accommodations for two years which include time and half for exams, native language exams and bilingual glossaries whenever possible. Our school offers afterschool programs and Academic Intervention Services (AIS) for students that need additional support in reaching academic goals as well as supplemental intervention programs such as Ready Math and Reading Streets to support them in their content-area classes. The classroom and ESL teachers carefully monitor the students' progress as they transition into the mainstream classroom. Students who score at the proficient level on the NYSESLAT are given additional support. If the newly proficient student is having difficulty performing at grade level, various academic interventions are available. The 37.1/2 minutes of small group instruction time is often used to target students academic need. The student may also receive Academic Intervention Services for thirty minutes daily. Through continued communication between ESL and content area teacher, if a student needs additional support or a need area is determined through assessment, the ESL teacher may include the student in ESL classes for supplemental assistance. All students are strongly encouraged to attend the Title III ESL Afterschool Program and the Strategies for Success Program, funded by the Community-based organization, Italian American Organization.

The instructional staff at P.S./I.S. 180 is very dedicated to increasing every student's opportunities for success. In support of staff development, regular lunch and learns are held to introduce or continue to develop teaching strategies for ELLs. Professional development opportunities will be offered to the ESL department from the OELL to be turnkeyed to content-area teachers. Also, resources such as Progress and Status Reports have been developed and translated into different languages to encourage communication with limited English speaking Parents with. These reports list positive behaviors and areas for improvement for students designed to increase parents' understanding and involvement with their student's class work and behavior. ESL Resource Libraries are in both the elementary and middle school assistant principals' offices to provide teachers with differentiated support materials to provide comprehensible content throughout the content areas. ESL Department members also attend grade meetings, and content area department meetings as well as the Special Education meetings in order to promote communication and better support students.

Last year PS/IS 180 added a Bilingual Chinese Kindergarten class as a result of Parent choice. The school staff and parents of these

students remained in close communication throughout the school year to monitor the students in the new program. Throughout the year, several parents expressed their dissatisfaction with their child's progress. These parents met with the ESL coordinator, Assistant Principal of the Elementary school and of Instructional Practices and with the Principal to express their concerns. They were explained the benefits of bilingual education and the need for a consistent Language program to support their child's second language development. In response to continual parental concerns, all parent of the bilingual class were asked to attend a meeting to discuss their concerns and their child's progress. At the meeting, The Principal, Assistant Principals and native speaker staff members spoke with parents to address their concerns and all again discussed the process of bilingual education. At that time, the majority of Parents chose to change their program choice to Freestanding ESL and submitted letters to that effect. Follow-up phonecalls were made by Native language speakers to review the options and provide a low-pressure, private opportunity to address any further concerns or questions that may have developed. More parents asked to change their child's program to ESL and requested assistance with an English and Chinese letter to submit to meet the requirement. In order to provide transitional support, those students were offered native language support by a certified Chinese Bilingual instructor in an afterschool setting to assist them in their transition from a bilingual classroom to a mainstream English-only environment. The parents did not choose to take the option, instead many of these students are now participating in the English-only afterschool program. The teachers of these students have worked in depth with the ESL teacher implementing ESL strategies such as scaffolding, manipulatives, bilingual books and more visuals to support their transition.

ESL students are invited to participate in all enrichment activities including theatre, art, music and community service classes. Many enjoy participating in LOTE classes such as French, Spanish, Italian and Chinese. Some ESL students choose to support their native language development through their choice of LOTE while others explore a new culture and idiom. All ELL students are encouraged to use their native language to increase their basic literacy skills. The students' literacy in the native language will be beneficial for the transfer of knowledge from their first language (L1) to the second language (L2), English. Students bring the prior knowledge acquired in the L1 and are taught appropriate strategies and skills that enable them to make this transfer to L2. For example, newcomers are paired with a buddy that speaks the same language. Also, there are bilingual materials available in the school library and in the ESL library. Parents are encouraged to read aloud to their children in their native language and in all ways encourage its development in all modalities. Native language development is further supported by the use of native language glossaries in the content area classes. Standardized tests are also offered in native languages whenever possible. Specialized software will be purchased to provide targeted support for high-needs populations such as Special Education ELLs and Newcomer ELLs. These interactive programs are designed to meet the students at their individual levels and provide native language support to scaffold their learning process. Also beginning this year, ESL classes now include focused content-area dictionaries with workbooks to reinforce development of academic language.

To assist their acclimation to PS/IS180 before the school year begins, transitional meetings are offered for new students as well as those becoming middle school students for parents and students. Also, the regular PTA meetings offer translators and their time and date is relayed through the use of monthly calendars translated into native languages. All of which is part of the welcoming culture and environment at The SEEALL academy for our newest students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

All staff members are encouraged to attend workshops regularly and turnkey to all other staff members in monthly faculty meetings weekly department meetings and to hold internal professional development sessions during lunch and learns, and on staff development days. In support of staff development, regular lunch and learns are held to introduce or continue to develop teaching strategies for ELLs. Professional development opportunities will be offered to the ESL department from the OELL to be turnkeyed to content-area teachers. Workshops highlighting implementation of strategies resulting from data will be prioritized as will sessions incorporating data gathering and analysis, and development of content-area strategies. Additionally, specialists in the SIOP and RIT instructional methods will hold workshops for all

mstaff members, raising the level of our professional development for everyone. Future workshps will be determined by faculty survey in order to better support all staff members. Several companies have been researched and selections will be based on teacher and student areas of need. On the first day of school, ELL-targeted breakout sessions will now be held for all staff members to review and refresh the specific needs of ELLs and specific strategies for newcomers. Guidance Counselors will review the special socioemotional supports that we as a school can provide them. Workshops provided that meet the necessary criteria will provide training certificates that will apply toward Jose P training certification.

2010-2011 Proposed Professional Development Workshops

Differentiating Instruction for ELLs	November 2010
ELLs and the ELA Test	December 2010
Strategies for ELLs across the Content Areas	January 2011
Assessment Strategies for ELLs	February 2011
SLOP Component Enrichment	March 2011
Response to Intervention for ELLs	April 2011

The process for updating and maintaining records of Jose P training per the requirement are being reorganized and completely revamped. The school secretary is currently reviewing teacher records and updating the list of training hours per teacher that have been completed. the new system will require all new teachers records to be reviewed and their preference and need for more training listed, a copy of all ESL training certificates will now be held in a separate file along with the master list of all hours completed by the staff. Original certificates will be kept in the teachers' files. To ncurage participation and keep licenses up to date, wherever possible, PD will be offered internally that can apply toward the 500 hours required to maintain teaching licenses.

E. Parental Involvement

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

The parent coordinator assigned to our school pays particular attention to parents of ELL students, especially newcomers to the English language school system. The parent coordinator and other staff members work together to create a welcoming and safe environment. All letters to parents are distributed in English, Chinese, Spanish, Albanian, Polish, Arabic, Urdu, Bengali, and Russian, the predominate languages of our area. In cooperation with the ESL and other teacher, parent orientation meetings will be held in the fall and periodically during the year as new children arrive. Parents are given information about free community-based Adult ESL and computer classes. Also, workshops will be given by the ESL department to assist ELL parents in supporting their children doing their homework, explaining the importance of continuing native language development, describing the exam types and functions as well as articulating other needs specific to ELLs. Adult English language books are given to parents to promote self-directed learning. The parent coordinator regularly surveys parents at PTA meetings and through multilanguage letters sent home for the types workshops, cultural celebrations and social events ELL parents would like to hold orparticiapte in. The monthly school calendar with all events and PTA meetings is handed out in both English and Native Language to encourage awareness and active parental involvement. Breakout sessions are also held at PTA meetings to reach parents in a small group setting with important information about their students such as testing requirements and how they can assist. In this way, the parents can also rely their challenges which we as a school community can help to address. The Community-based Organization Italian American Federation is very supportive our school's development and has funded afterschool programs for every student in PS/IS 180. Their generous ongoing support is an indication of the level of commitment between the school and the community.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	37	8	2	5	2	2	1	9					75

Intermediate(I)	6	19	9	14	3	5	2	1	3					62
Advanced (A)	6	5	16	7	7	8	7	11	4					71
Total	21	61	33	23	15	15	11	13	16	0	0	0	0	208

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		20	0	0	3	0	2	0	0				
	I		18	4	0	1	1	2	1	5				
	A		2	15	13	2	7	4	2	2				
	P		5	14	12	8	7	7	9	4				
READING/ WRITING	B		31	8	3	4	2	3	1	5				
	I		22	9	14	2	5	2	1	2				
	A		3	14	7	8	8	9	11	4				
	P		4	2	1	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	1	1	13
4	8	9	7	0	24
5	2	6	2	0	10
6	4	12	0	0	16
7	5	3	1	0	9
8	11	6	0	0	17
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		8		2		2		20
4	6		9		10		5		30
5	4		5		5		1		15
6	5		6		4		3		18
7	2		8		3		0		13
8	4		13		2		0		19
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9		5		12		4		30
8	8		10		1		0		19
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5		1		6		0		12
8	12		2		2		0		16
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

ELL students are encouraged to use their native language to increase their basic literacy skills. Some ESL students choose to support their native language development through their choice of LOTE. Also, there are bilingual materials available in the school library and in the ESL library. Parents are encouraged to read aloud to their children in their native language and in all ways encourage its development in all modalities. Native language development is further supported by the use of native language glossaries in the content area classes. Standardized tests are also offered in native languages whenever possible. ESL classes now include focused content-area dictionaries with workbooks to reinforce development of academic language.

ECLAS, WRAPS, running records, portfolios of student work, Interim Assessments and ITA Predictives are all used to assess the early literacy skills of our ELLs.

The data gathered and analyzed through student work, class tests, and state tests/assessments is used to evaluate the development of ELLs over several years. All teachers are given the LAB-R, NYSESLAT results for 3 years, ELA and Math results for each student. ESL teachers consult with content-area teachers to review the NYSESLAT scores as broken down by modality. The resulting data is used to direct instruction for the students as a group and as individual (please see Part V Assessment analysis for details). This year's NYSESLAT and ELA results along with last year's Social Studies and Science exams lead to the revamping of the ESL department's balanced literacy program into this year's CALLA model of language acquisition. The below grade level response rates of the majority of ELLs underlined the need for more specific and rigorous content area support for students. The current data reveals that our ELLs need further support in Reading and Writing although many have scored out or passed the Listening and Speaking sections of the exam. Also, the Advanced students remain the bulk of our long-term ELLs and often miss passing out by a small margin of points in the Writing section. Also, the higher the need for academic language, the lower the score for the ELL students as shown by the Math and Science scores for ELLs. For these reasons, school administrators such as the Instructional Assistant Principal, ESL department members, grade and department leaders have all agreed to work with the ESL department to align core curriculum in support of ELL academic development. The resulting teacher to teacher communications have lead to the use of

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		