



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE SEEALL ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K180

PRINCIPAL: GARY M. WILLIAMS **EMAIL:** GWILLIA16@SCHOOLS.NYC.GOV

SUPERINTENDENT: **KARINA COSTANTINO**

06-21-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gary M. Williams	*Principal or Designee	
Lynette Azar	*UFT Chapter Leader or Designee	
Loretta Bravata	*PA/PTA President or Designated Co-President	
	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	
Doreen Daly	Member/Parent	
Gina Davis	Member/Parent	
Kelly Doyle	Member/Parent	
Eileen Egan	Member/Parent	
Jean Eisner	Member/Parent	
Stephanie Gonzalez	Member/Parent	
Ana Marie Raimondi	Member/Parent	
Calli Belliti	Member/Staff	
Michael Herron	Member/Staff	

Joyce Maggio	Member/Staff	
Lisa Marino	Member/Staff	
Monique Wallace	Member/Staff	
Matias Wolkowicz	Member/Staff	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, 85% of teachers in Kindergarten through Grade 8 will utilize language objectives within each lesson, as described by the Sheltered Instruction Observation Protocol (SIOP) model, to meet the instructional needs of English Language Learners.

Comprehensive needs assessment

- After a comprehensive analysis of the 2012 NYS ELA Exam, we found that 6.9% of our English Language Learner (ELL) population is performing at a proficient level, signaling the demand for an initiative targeting the needs of this subgroup.
- Results of the English as a Second Learner (ESL) teacher team Data Inquiry from the 2011-2012 school year shows success in the use of language objectives as a method of instruction for ELL students.

Instructional strategies/activities

Language Objectives

- Teachers in Kindergarten through Grade 8 will develop both content objectives and language objectives using the SIOP model for lesson planning. The SIOP Model is a research-based and validated model of sheltered instruction. The SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.
- The language objective will be displayed on the board or projector for students along with the aim of the lesson, as an instructional strategy for ELLs.
- Formal and informal observations will be conducted by administration, and actionable feedback from the observations will be provided to teachers addressing the language objective of the lesson.

Professional Development

- ESL providers and coaching staff will offer professional development on effective use of language objectives, and will have the opportunity to evaluate the effectiveness of this initiative after conducting regularly scheduled inter-visitations and instructional rounds. This professional development will be scheduled periodically so teachers are given the opportunity to model best teaching practices, as well as learn new strategies from their colleagues across departments and grades. Successful lessons and strategies observed will facilitate frequent discussions amongst teachers and administrators to ensure students' progress and performance in major subject areas. Results will be shared during Data Inquiry time as well as designated staff professional development days.

Strategies to increase parental involvement

- Monthly Parent Leadership and School Leadership Team meetings will be held as a forum to discuss, among other topics, strategies that target the needs of ELL students
- ESL teachers will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries in languages other than English.
- Parent Coordinator will host Title I parent workshops focusing on strategies for parents to assist their ELL child in language development.
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their child's education

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Professional development conducted by the ESL department for the entire staff on the implementation of language objectives in the classroom setting.
- Through School Based Option, teacher teams will meet on Wednesdays from 2:30 to 3:20 pm. During this time, ESL providers will have the opportunity to meet with teacher teams to discuss, amongst other topics pertaining to ELL students, the implementation of language objectives.
- Administration will conduct formal and informal observations and provide feedback that addresses the use of Language Objectives.
- The school will use Title III allocations to deliver supplemental services to our ELL population in the form of an ELL Afterschool Program using the Tops Curriculum, specifically targeting all current and transitioning ELLs (up to two years after decertification from the ESL program). The Tops Program is an integrated ELL curriculum designed to supplement and support classroom instruction.
- All ELLs have been mandated to attend Extended Day on Mondays and Tuesdays from 2:30 to 3:20 pm.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, 100% of teachers will be informally observed monthly using uniform observation tools and receive feedback that accurately captures strengths, challenges, and next steps using a shared teaching framework.

Comprehensive needs assessment

- The citywide Instructional Expectations for the 2012-2013 school year describe that teachers are expected to use a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.
- According to the results of the school's 2012 Learning Environment Survey, 20% of teachers feel they did not receive adequate professional development in the Danielson Framework for teaching.
- Our 2010-2011 Quality Review Report identified refining the observation tool to further promote pedagogical development as an area in need of improvement
- Analysis of prior years' informal and formal observation feedback signaled the need for a more focused and refined observation tool.

Instructional strategies/activities

Shared Framework

- To improve the instructional core across classrooms, we will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of research-based frameworks. In the 2012-13 school year, school leaders will conduct monthly cycles of formative classroom observations, and offer feedback and professional development to support improved teacher practice.
- The 2012-2013 Citywide Instructional Expectations state that in the beginning of the 2012-2013 school year, the schools should select competencies from a shared teaching framework relevant to teachers' developmental needs that most support implementation of the Common Core State Standards. As noted in the Citywide Instructional Expectations, this should be used to create an informal observation template.
- School leaders will coordinate and conduct monthly formative classroom observations that include traditional supervisory observations, classroom inter-visitations, and instructional rounds. All informal observations will include a follow-up comment with actionable feedback. The shared understanding of the teaching framework will be used in the creation of teacher goals. The actionable feedback and goals will be used for teachers to identify areas on which to focus and actively pursue professional growth.

Professional Development

- School administration will analyze formative observation feedback to identify teacher needs. Professional development workshops will be generated to improve teaching practices and strategies for diversifying teaching models and to assist in the development of units of study based on the Common Core State Standards with entry points for ELL and SWD subgroups. Administration and coaching support staff within the school will conduct Professional Development.

Strategies to increase parental involvement

- Monthly Parent Leadership and School Leadership Team meetings will be held as a forum to discuss, among other topics, a shared teaching framework.
- Correlations between the NYC School Survey, feedback from parent meetings, and informal observation data will be used to measure the outcome of this goal and to design workshops for teachers and parents.
- Parents will be encouraged to complete the 2012-2013 NYC School Survey in order to gain further insight about the quality of teaching as viewed by all school community members.
- Title I parent involvement funds are used to fund monthly Parent Leadership meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Partnering with our Children First Network to engage in cycles of Teacher Effectiveness professional development.
- School administration will create a uniform formative observation template that reflects selected competencies within the teaching framework. There will be a record of completed observation forms, inter-visitation logs, and instructional rounds.
- School administration, coaching support staff, and Students with Disabilities (SWD) and English Language Learners (ELL) specialists will provide professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, 85% of teachers will implement two Common Core-aligned units of study for Mathematics and English Language Arts in pre-kindergarten through grade five, and two units of study for all core subject areas in grades six through eight.

Comprehensive needs assessment

- The Common Core State Standards (CCSS) were recently adopted by New York State to create more rigorous instruction and promote literacy in all content areas. After a thorough analysis of the school's performance on the 2012 NYS ELA exam, 56% of our student population is performing at a proficiency level, signaling the need for a rigorous curriculum that aligns to the CCSS.
- According to the results of the school's 2012 Learning Environment Survey, 20% of teachers feel they did not receive adequate professional development on the Common Core State Standards, prompting the need for more opportunities for pedagogues to pursue professional growth.
- In the 2011-2012 school year, teachers began implementing Common Core-aligned units of study. In the 2012-2013 school year, this goal will serve as an expansion of previous years' work.

Instructional strategies/activities

Professional Development

- Professional development involving the creation and implementation of units of study has been (in the 2011-2012 school year) and will continue to be provided for all staff members. Professional development workshops will engage K-8 pedagogues in designing units of study based on the CCSS. The strategy workshops will be specifically designed to improve teaching practices and engage teacher teams in looking more closely at student work to understand the steps needed within an inquiry process to design standards-based units of study. In addition, developing scaffolding strategies for Students With Disabilities and English Language Learners will be a focus in creating these units.

Creating, Implementing, and Evaluating Common Core Units of Study

- Teacher teams will create literacy and mathematics units of study aligned to the CCSS. Teacher tasks and student work will be examined to foster instruction between and communicate expectations for all students to promote student mastery of the standards. Teachers will examine Common Core-aligned units of study in addition to student work products and draw conclusions about instructional areas of need and make necessary adjustments to future instruction. Teacher teams will be held accountable through documentation and sharing out of their conclusions to the pedagogical staff.
- After the completion of the first round of administering Common Core Units of Study, coaching support staff will articulate strengths and areas in need of improvement to each teacher through the use of a checklist. Teachers will use this feedback to further develop the next Unit of Study.
- All Units of Study will be completed by May 2013.

Strategies to increase parental involvement

- Monthly Parent Leadership and School Leadership Team meetings will be held as a forum to discuss, among other topics, the implementation of the Common Core Standards.
- Workshops will be designed in collaboration with Parent Coordinator, and PTA to educate parents on the implementation of the CCSS and its implications in the classroom, teacher work, and at home.
- Parents will be encouraged to complete the 2012-2013 NYC School Survey in order to gain further insight about the quality of instruction as viewed by all school community members.
- Parent Coordinator will host Title I parent workshops.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Professional development conducted by teacher teams and coaches for the entire staff on the implementation of the Common Core Units of Study.
- Through School Based Option, teacher teams will meet on Wednesdays from 2:30 to 3:20 pm to design and track the Common Core Units of Study. Coaches will visit teacher teams during this time to assist in the development of the Units of Study.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013, the achievement gap for students with special needs in the area of literacy will be reduced through the implementation of the Response to Intervention instructional protocol model, which will provide a quality based intervention support in the least restrictive environment.

Comprehensive needs assessment

- After a comprehensive analysis of the 2012 NYS ELA Exam, we found that just 16.3% of our special education population is at a proficient level, signaling the demand for an initiative targeting the needs of our SWDs.
- Results from our 2010-2011 State Quality Review suggested that our school should “Develop a system to ensure that all teachers know their students’ strengths, areas for growth and progress on a consistent basis to support targeted instruction across all grade levels and subject areas.” The RTI model allows for precisely this.

Instructional strategies/activities.

Response to Intervention

- Response to Intervention (RTI) is the research-based practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. RTI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.
- 50% of teachers in Kindergarten through Grade 4 will be familiar with the RTI model and will have experience in implementing it in their classroom for selected students.
- A protocol for implementing RTI in the classroom will be put into place in the beginning of the school year. Teachers will collaborate with specialists and service providers to create a personalized education plan for targeted students.

Professional Development

- Professional development opportunities will be provided to special education teachers as well as general education teachers in differentiated instruction for our students who are demonstrating a need for academic support. These professional development opportunities will be offered at the beginning and middle of the school. We will consult with our Children’s First Network (CFN) to refer us to RTI specialists who can professional development opportunities to our staff.

Strategies to increase parental involvement

- Monthly Parent Leadership and School Leadership Team meetings will be held as a forum to discuss, among other topics, strategies that target the needs of SWDs.
- Special education teachers will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries in languages other than English.
- ELA teachers and teachers of SWDs will design and host training workshops to provide information to parents.
- Teachers will send home informational packets to support and encourage literacy development at home.
- The school will host a curriculum night and create parent resources with user-friendly instructional materials and guides, all of which will be translated in home languages whenever possible.
- Parent Coordinator will host Title I parent workshops

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Flexible programming will increase for students with disabilities in kindergarten through grade eight.
- Title I School Wide projects to enhance literacy development for students with special needs.
- Teachers will enhance intervention strategies and monitor student progress through the use of benchmark and unit assessments.
- The school will collaborate with our Children First Network to arrange for professional development provided by Rtl specialists.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2013, 85% of teachers will receive targeted professional development that is designed to meet their needs based on observation feedback and individual preference.

Comprehensive needs assessment

- According to the results of the school's 2012 Learning Environment Survey, 20% of teachers feel they did not receive adequate professional development.
- After a comprehensive analysis of the 2012 NYS ELA Exam, we found that 56% of our students are performing at a proficient level.
- Results from our 2010-2011 State Quality Review suggested that our school should develop opportunities to promote "pedagogical development towards the vision of the school."

Instructional strategies/activities

Teacher Goal Setting

- Teachers will formulate, with the guidance of Assistant Principals and coaching support staff, individualized goals for improving teacher practice and the strategies needed to complete these goals.

Professional Development

- Individualized needs assessment for all teachers will generate professional development workshops that improve teaching practices.
- Administration will analyze summative and formative observation feedback to determine common areas of need, and design and/or coordinate professional development based on those needs. After consulting with teacher teams, professional development in the form of presentations, inter-visitations, and instructional rounds will be scheduled on a regular basis (several times per month). When available, teachers will be encouraged to attend professional development outside of the school building.
- Teachers will be encouraged to attend professional development opportunities including, but not limited to, the following topics: designing explicit instruction for SWDs, differentiation for all subgroups, use of language objectives based on the SIOP model, and the Orton-Gillingham approach to reading instruction.
- Teachers will have the opportunity to provide feedback regarding the quality of professional development at department meetings and grade conferences.

Strategies to increase parental involvement

- Monthly Parent Leadership and School Leadership Team meetings will be held as a forum to discuss, among other topics, effective teaching practices and provide additional feedback that can be used to improve instructional practices.
- Correlations between the Learning Environment Survey, feedback from Parent Leadership meetings, and informal observation data will be used to create workshops for teachers and parents.
- Examination of the 2011-2012 NYC School Survey will be used to select areas in need of improvement, and professional development will be provided based on these needs.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- We will partner with our Children First Network to provide assistance in meeting this goal.
- School programmer will arrange for inter-visitations on a monthly basis.
- School administration, coaching support staff, and Students with Disabilities (SWD) and English Language Learners (ELL) specialists will provide professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • “Extra Help” Program • Extended Day Program • Study Skills • Reading and Writing Strategies • Repeated Readings • Graphic organizers • Charts, diagrams, and tables • Picture walks • Reading Street leveled readers 	<ul style="list-style-type: none"> • Small group • One-to-one • Push-in/Pull-out 	<ul style="list-style-type: none"> • During the school day (Extra Help) • 2:30 to 3:20 pm on Mondays and Tuesdays (extended day)
Mathematics	<ul style="list-style-type: none"> • “Extra Help” Program • Extended Day Program • Manipulatives • Number lines and number charts • CAMS and STAMS math programs • Envision Mathematics Program (re-teach/re-visit component) • “Zeros Aren’t Permitted” (ZAP) Program 	<ul style="list-style-type: none"> • Small group • One-to-one • Push-in/Pull-out 	<ul style="list-style-type: none"> • During the school day (Extra Help) • 2:30 to 3:20 pm on Mondays and Tuesdays (extended day)
Science			
Social Studies			

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling 	<ul style="list-style-type: none"> • Small group • One-to-one • Classroom visits 	<ul style="list-style-type: none"> • During the school day
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff conducts interviews in teams to ensure teacher qualifications with specific knowledge in literacy development, methodologies for teaching SWDs and ELL, and Common Core State Standards
- 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 for an interview with the school's hiring team, and asked to conduct a demonstration lesson.
- Administration regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation.
- Mentors are assigned to support struggling teachers, untenured teachers, or unqualified teachers.
- Uniform observation protocol will be used to target and improve specific instructional practices based on individualized teacher need.
- Teachers will receive direct actionable feedback from administrators and support staff in a timely manner.
- ELL Coordinator will work with the Office of English Language Learners to provide high quality staff development for ELL teachers and mainstream teachers of ELLs.

PARENT INVOLVEMENT POLICY (PIP)

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.

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):

- Convene an annual meeting for parents for the purpose of explaining our offerings, as supported by our Title I funding. This meeting will be held during the start of the school year, in conjunction with a curriculum night.
- 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.

2. 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.
- The SLT will issue a survey that will be completed by December. The results will be reviewed at subsequent SLT & PTA meetings when parent comments will be solicited.

3. 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:

- Distributing 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 conducting workshops 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 conducting 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

This School Parental Involvement Policy and the School Parent Compact has been 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.

The school has distributed this policy to all parents in October 2012.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet the State's student academic achievement standards as follows.

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offer high quality instruction in all content areas;
- Provide ongoing training and professional development for pedagogical strategies to build a collaborative teaching staff.
- Assess school-wide academic needs and establish Academic Intervention Services 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, Parent Teacher conferences will be held in November and March as per citywide calendar.
- Provide parents with frequent reports on their children's progress. Specifically, junior high teachers will use "Engrade", an online grading system, to communicate progress. Junior high report cards will be distributed 4x per year; elementary school report cards will be distributed 3x per year.
- 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.
- 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.
- 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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- Check and assist my child in completing homework tasks, when necessary.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games.
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child.
- Volunteer in my child's school or assist from my home as time permits.
- Participate, as appropriate, in the decisions relating to my child's education.
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district.
- Respond to surveys, feedback forms and notices when requested.
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact.
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible.
- Take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams.
- Share responsibility for the improved academic achievement of my child.
- Supporting my child's learning by making education a priority in our home.
- Making sure my child is on time and prepared everyday for school.
- Scheduling daily homework time and providing an environment conducive for studying
- Making sure that homework is completed.
- 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.
- 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.

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;

- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader William Bonner	District 20	Borough Brooklyn	School Number 180
School Name The SEEALL Academy			

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

Principal Gary Williams	Assistant Principal Pat Trani
Coach Angela Panetta, Math Coach	Coach Irena Kushnir, Literacy Coach
ESL Teacher Matias Wolkowicz	Guidance Counselor Anthony Gaglio
Teacher/Subject Area R. Gianuzzi, 4th Grade	Parent Loretta Bravata
Teacher/Subject Area A. Byrnes, 7th Grade	Parent Coordinator Debbie Ragonese
Related Service Provider R. Gonzalez, Speech	Other Bobby Moy, Data Specialist
Network Leader William Bonner	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1185	Total Number of ELLs	180	ELLs as share of total student population (%)	15.19%
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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 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/guardians are given a Home Language Survey (in translation if needed) to fill out immediately by an ESL 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, Ms. Pukulniewicz and Mr. Wolkowicz 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. Wolkowicz (Spanish), School Aides Mrs. Sultana (Urdu/Bengali) 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. Wolkowicz, 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. Eligibility for the NYSESLAT is determined by using the RLAT report from ATS. 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. In order to ensure that the four components of the NYSESLAT are administered to all eligible students, our Testing Department schedules the administration of the NYSESLAT during three consecutive days. Letters are sent home to the parents of NYSESLAT eligible students informing them in both English and their heritage language of the importance of the NYSESLAT. Administration informs the entire school-community that trips are not to be scheduled during those days. ESL teachers administering the NYSESLAT articulate with parents of students who have been absent in an effort to ensure that they do not miss the exam. 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. The Agenda is provided in all languages offered by the DOE as well as some lesser occurring. 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.

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, 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. 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. Heritage language speakers from school staff offer both translation and personal experience in support of heritage 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 historically choose ESL. Parents are informed that if 15 students in two contiguous grades of the same heritage language group should arise, the school would begin the process of fact finding for the possibility of creating a Bilingual class. At that point, parents would be informed of such an event and welcomed to participate in the process. The ESL Department maintains the necessary records, primarily the completed Parent Selection Forms in order to ascertain the necessity of informing parents of the possibility of a Bilingual class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
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	0	0	0	0	0	0	0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	27	27	23	34	18	15	12	12	14	0	0	0	0	182
Total	27	27	23	34	18	15	12	12	14	0	0	0	0	182

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	180	Newcomers (ELLs receiving service 0-3 years)	125	Special Education	26
SIFE	1	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	11

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	125	1	113	24	0	2	11	0	0	160
Total	125	1	113	24	0	2	11	0	0	160

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	7	2	1	2	0	1	2	1					27
Chinese	20	7	27	12	6	4	4	4	3					87
Russian	8	5	5	1	3	1	2	2	2					29
Bengali	1	1		1										3
Urdu				1		1								2
Arabic					1		1							2
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish	1	1					2							4
Albanian				1	1	2								4
Other	3	1	3	3	4	2	1	1	4					22
TOTAL	44	22	37	20	17	10	11	9	10	0	0	0	0	180

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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.) We provide freestanding English as a Second Language (ESL) pull-out program model and push-in 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 within the ESL Program. 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. The decision to push-in or pull-out is made by the ESL teacher in conjunction with the students' content area teacher and is mostly effectuated in grades 6-8, as the ESL teacher assists ELL's master higher-order academic language specific to each content area.

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

A. Programming and Scheduling Information

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.

Courses Taught in Languages Other than English ⓘ

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

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

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

Class/Content Area	Language(s) of Instruction
N/A	N/A

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

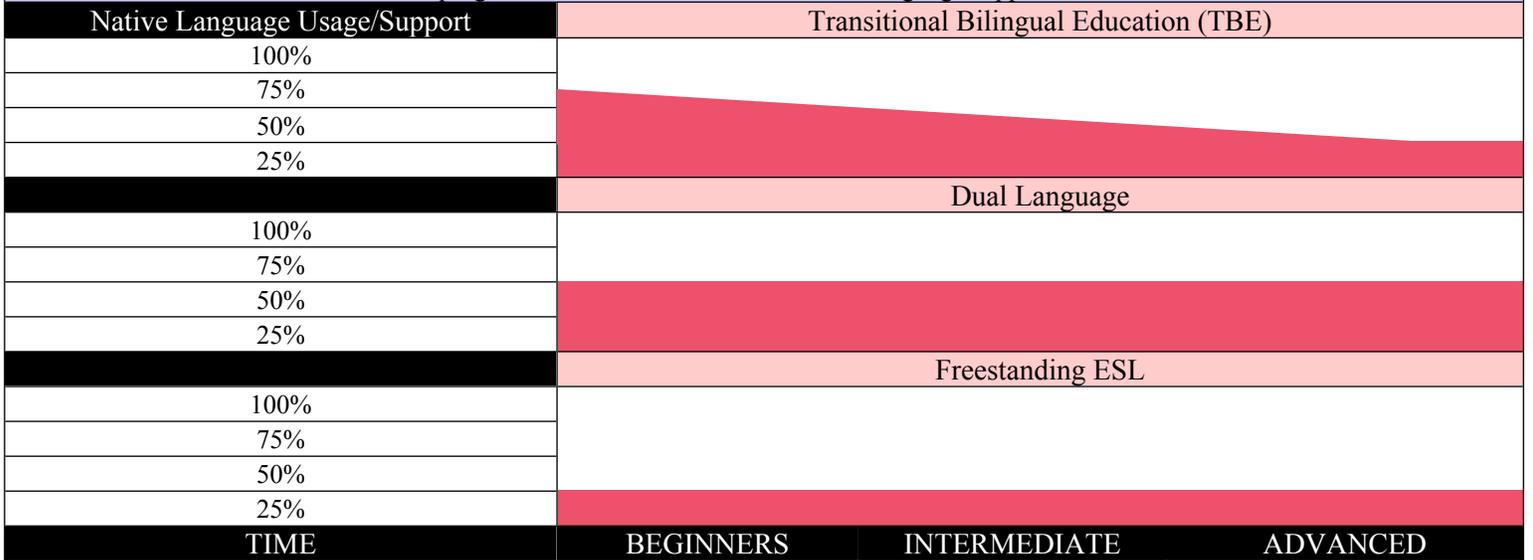
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

3.) The SEEALL Academy uses a content-area focused, academically rigorous approach based on the CALLA (Cognitive Academic Language Learning Approach) model of language acquisition. 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. Additionally, ESL teachers provide NL and English-language content-area materials specifically geared toward our ELL population in an effort to make higher-order content accessible to them. The method utilized in order to make content more comprehensible is the Sheltered English model (also known as SDAIE). Teachers use a variety of different instructional methods such as the use of socialization practices and the multiple intelligences to allow the content to be more accessible.

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 are supported through-out their entire academic experience with differentiated materials that meet them at their levels with comprehensible content 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 works 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 incorporate more kinesthetic learning as well as technology by purchasing a Smartboard to reach both ELL students and address the Special Education ELLs. Additionally, integrated software programs that respond to student's needs are being implemented for Special Education ELLs. 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.

4.) We ensure that ELLs are appropriately evaluated in their language by having a Bilingual Special Education Evaluator present at every IEP meeting of Special Education students who are ELLs.

5.) SIFE students are supported through the both the newcomer strategies (see the below) and with the added support of peer and guidance counselor attention. 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. 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. When unable to do so, classroom teachers give the students a newcomer packet to work on individually. 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 that are heavily focused on academic language to further target their individual learning needs. 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 change the ESL program focus from balanced literacy to a content-area focused, academically rigorous approach based on the CALLA (Cognitive Academic Language Learning Approach) model of language acquisition for all ELLs to better target the needs of ELLs with 4 to 6 years of service. Their needs as determined by ongoing assessments are to build academic strength in reading and writing not just in language development but across the content areas. We look forward to significant improvement in this year's assessments. 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 and throughout the school day. Special Education students with ESL services on their IEP are serviced separately from the General Education peers to maximize their learning environment and address their IEP goals and language acquisition needs. P.S./I.S. 180 has several ELLs that enter the ESL program in Kindergarten and stay in the program for several years. Effort is made to ensure that the students do not remain in ESL longer than is necessary. 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. Alternatively, students who score at the proficient level on the NYSESLAT are also given additional support. 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. The classroom and ESL teachers carefully monitor the students' progress as they transition into the mainstream classroom. If the newly proficient student is having difficulty performing at grade level, various academic interventions are available. The student may 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 both the Title III afterschool program as well as the Strategies for Success Program, funded by the Community-based organization, Italian American Organization.

6.-11) 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.

Grade level content area books in English and NL, NL and picture dictionaries, and NL online dictionaries are utilized in both the elementary and middle school in order to provide access to academic content areas and accelerate English language development.

The ESL Department is engaged in an Student Data Inquiry Group whose goal is to detect patterns and strands in our ELL's performance on the NYSESLAT, ELA, Math and Science State Exams. Although the Social Studies exam is no longer given, the inquiry group is also focused on detecting patterns in our ELL's performance in Social Studies class in grades 6-8. The test result data is studied by the team and students who remained at the same level for more than one year or have regressed are targeted for academic intervention. Those students are then placed with an ESL teacher during extended day and given targeted intervention. Throughout the year, the focus of this intervention changes in order to accommodate the different content-areas which are being targeted. For example, in November and December, these students are targeted for ELA intervention, in January and February for Math, in March for Social Studies, in April and May for the Science exam. This intervention proves to be effective as the student to teacher ratio is 10:1.

12.) 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. Beginning this year, ESL classes now include focused content-area dictionaries with workbooks to reinforce development of academic language.

13.)To assist their acclimation to PS/IS180 before the school year begins, transitional meeting 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.

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 ELLs will hold workshops for content-area as well as ESL pedagogues, raising the level of our professional development for all instructors. Several companies have been researched and selections will be based on teacher and student areas of need.

2011-2012 Proposed Professional Development Workshops

Differentiating Instruction for ELLs	November 2011
ELLs and the ELA Test	December 2011
Strategies for ELLs across the Content Areas	January 2012
Assessment Strategies for ELLs	February 2012
NYSESLAT Pre-Assessment and Intervention	March 2012

Current and new staff members continue to complete their Jose P training per the requirement with the hours charted by the school secretary, Ms Tapia.

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 will be distributed in English, Chinese, Spanish, Albanian, Polish, Arabic, Urdu, Bengali, and Russian, the predominant languages of our area. In cooperation with the ESL and other teachers, parent orientation meetings are 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 are 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. 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 planned 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 Italian American Association 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.

We evaluate the needs of our ELL parents primarily through our Parent Coordinator. The Parent Coordinator is instrumental in informing the ESL DEpartment of the ongoing linguistic, social and academic needs of our parents. Periodic meetings are held between the Parent Liaison and the ESL Coordinator where such important topics as the language needs of our community are discussed. These meetings shed light into what translation and interpretation services are needed at the school. Keeping inline with our Translation and Interpretation Plan, bothe the Parent Coordinator and the ESL Departement arrange for school documents to be divulged in English and the heritage language as well as having available translators at key school events.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	11	8	4	1	3	3	2	3					49
Intermediate(I)	4	11	8	17	3	4	4	3	3					57
Advanced (A)	6	3	16	11	15	4	7	7	5					74
Total	24	25	32	32	19	11	14	12	11	0	0	0	0	180

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	0	1	0	0					
	I	2	2	0	1	2	1	4	3					
	A	25	6	10	4	8	6	4	5					

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	32	22	14	8	6	7	11	5					
READING/ WRITING	B	9	3	2	3	3	1	5	4					
	I	8	16	3	4	3	4	4	6					
	A	20	20	14	4	6	6	5	2					
	P	23	0	6	2	4	3	5	1					

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	11	5	0	24
4	7	3	2	0	12
5	7	7	1	0	15
6	8	5	1	0	14
7	5	10	0	0	15
8	8	4	0	0	12
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	4		12		9		0		25
4	2		8		2		1		13
5	3		6		5		2		16
6	5		6		3		1		15
7	3		7		4		3		17
8	3		7		4		0		14
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		2		4		1		14
8	4		5		1		0		10
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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

6. 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 adapted novels for ELA with differentiated vocabulary and thematic work as well as adapted Math strategies incorporating the use of more visual elements for ELLs as well as a weekly Science-only ESL class for upper-level ELLS taught by an ESL pedagogue with an ESL Science book, designed to provide students with comprehensible content.

School leadership and teachers use the results of ELL Periodic Assessments in order to determine whether ELL's are approaching adequate yearly gains in the four ELL modalities. ELL Periodic Assessments are reviewed by the ESL teacher inquiry group. As a general trend, we have detected that transitioning students tend to have a difficult time with their writing and reading modalities as a result of their decertification from our program. Various intervention strategies such as placement in our extended day and placement in our Title III Program are usually recommended after these findings are made by the ESL teacher inquiry group.

The success of our program is determined through a variety of ways. The ESL Teacher inquiry group spends time analyzing the results of the previous years' NYSESLAT results. Attention is paid to see if outstanding negative trends are seen in any particular grade. Once that is detected, the ESL teacher responsible for that grade meets with the grade leader, grade teachers and/or content area teachers (in the middle school) in order to troubleshoot possibilities for improving the delivery of ESL instruction in that grade. Possible outcomes could be the switching of a pull-out model to a push-in model for that particular grade or the targeting of that grade's item analysis report by the ESL team in an effort to understand student deficiencies. Instructional changes are then made accordingly.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The SEEALL Academy</u>		School DBN: <u>20K180</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary M. Williams	Principal		10/28/11
Anthony Mungiola	Assistant Principal		10/28/11
Debbie Ragonese	Parent Coordinator		10/28/11
Matias Wolkowicz	ESL Teacher		10/28/10
Loreta Bravata	Parent		10/28/11
Amy Byrnes	Teacher/Subject Area		10/28/11
Angela Panetta	Teacher/Subject Area		10/28/11
Irena Kushnir	Coach		10/28/11
	Coach		10/28/11
Anthony Gaglio	Guidance Counselor		10/28/11
William Bonner	Network Leader		10/28/11
Libby Gershansky	Other <u>Network ELL Point</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K180** School Name: **The SEEALL Academy**

Cluster: _____ Network: **405**

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.

It has been determined by looking at a sampling of our students' Home Language Identification Surveys (HLIS), filled out at initial registration by parents, that a large percentage of our students, both identified ELL's and non-ELL students reside in a home where English is not the primary language of communication. We also looked at the ATS Place of Birth (POB) report and came to a similar conclusion when we observed that most of our students were born outside the US in non-English speaking countries. It was therefore determined that both written and oral communication solely in English may be a hinderance to many of our families. Administration reached out to the ESL Department for possible solutions to this challenge.

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.

Our Parent Coordinator reached out to our families who speak a language other than English and informed them that a plan is being put in place to provide both written and oral communication from the school in their heritage languages. Administration informed the Cabinet of this initiative and various school constituents volunteered to assist.

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.

All notifications being sent out regarding student progress will be distributed to families who request it, in their heritage language. The ESL department will divulge surveys to all families who speak a language other than English, requesting to know their preferred language of communication. The ESL Department will keep these letters on file and will provide translations of school documents into the heritage languages. The school will seek these written translations from school based staff whenever possible, such as teachers, paraprofessionals and parents who speak the language other than English. If the language is not found among school based staff, the school will use funds from its translation and interpretation allotment to have the document translated by the Office of Translations and Interpretation of the DOE.

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.

All school-based meetings involving parents, such as elementary school open house, middle school open house, school-wide parent-teacher conferences, ELL Parent Orientation, one-on-one meetings between parents and teachers/Administrators, PTA meetings, will be afforded the opportunity to have an interpreter present provided by the school, should it be requested. The interpreter will be selected from the school community, such as a teacher, paraprofessional or parent volunteer. If the language is not present in the school community, the school will assign an interpreter from the Office of Translations and Interpretations of the DOE to be present during the meeting. Funds for this will be taken from our Translation and Interpretation allotment for the current fiscal year.

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>.

The SEEALL Academy will fulfill Section VII of Chancellor's Regulations A-663 regarding parental requirements for translation and interpretation services by adhering to this locally-created Translation and Interpretation Plan, in line with the new requirements of Chancellor's Regulations A-663. Oral communication will be provided at all required events in languages other than English when requested by either a school-based staff member (preferably a trained pedagogue, when one is not available in that home language, an adult parent volunteer). All written communication will be translated into languages other than English when requested by school-based staff such as teachers, paraprofessionals or parent volunteers.

Through careful monitoring of our students' home language data, we have observed that most of our families communicate in a language other

than English. It is understood by the entire school-community that information about student progress, health, safety, legal, disciplinary, placement information for Special Education, English Language Learner status and non-standard academic programs, must be made available to all parents in their preferred language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The SEEALL Academy	DBN: 405
Cluster Leader: CFN4	Network Leader: William Bonner
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 180 Grades to be served by this program (check all that apply): <input 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
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This year's Title III ESL Afterschool Program is vital and necessary to our school Community because after a few year's experience in afterschool ELL academies, we have seen that the targeting of ELL's during the school day and after, positively affects their English language acquisition as well as their overall academic progress. Previous afterschool ELL academies have shown to improve ELLs assessment scores as well. During the ELL Afterschool Program, ELL teachers will be able to target specific defecits demonstrated by their students. This will be done in a classroom setting with less students, which research has shown, also positively affects ELL student academic outcomes.

The Title III ESL Afterschool Program will be available to all current ESL students in grades 1-8. Particular priority will be placed on our newly arrived ELLs in the middle school as they are grappling with learning English as well as keeping up with high order, content-specific academic language in their classes.

The Title III ESL Afterschool Program will be held at the school, Tuesdays and Thursdays, 3:30pm-5pm. The program will run from October 30, 2012 until May 30, 2013, excluding school holidays.

The language of instruction for the ESL Afterschool Program will be English, with heritage language support coming from heritage language books and resources to be purchased and made available in the classrooms.

The Title III ESL Afterschool Program will employ 6 New York State Licensed ESL Teachers who have a proven record of effectively instructing ELL students for academic rigor and success.

The following is a description of the instructional materials and assessments that will be utilized during the Title III ESL Afterschool Program.

The SEEALL Academy uses content-area focused, academically rigorous approach based on the Cognitive Academic Language Learning Approach (CALLA) model of language acquisition in conjunction with the sheltered English instructional support of the Sheltered Instructional Observation Protocol (SIOP) model. Through a detailed analysis of the ELL progress data and ongoing communication and strategy development between ESL and Content-area pedagogues, PS/IS 180 decided to 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 proocess is built in at every level of instruction, from diagnostic to book post-test and throughout each "Big Question" focused unit.

Part B: Direct Instruction Supplemental Program Information

The learning strategies used across the four language modalities include but are not limited to identifying root words, learning sentences, 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.

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.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

In addition to the teachers that will be providing the instructional component of the Title III program all staff members are encouraged to attend workshops. The ELL staff regularly turnkey to all other staff members ESL strategies in monthly faculty meetings and weekly department meetings. The ELL teachers also 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 that are taught during the Title III program. 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 RTI instructional methods will hold workshops for all staff members, raising the level of our professional development. Future workshops 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. Guidance Counselors will review the special socioemotional supports that we as a school can provide them.

2012-2013 Proposed Title III Professional Development Workshops:

Differentiating Instruction for ELLs	November 2012
ELLs and the ELA Test	December 2012
Strategies for ELLs across the Content Areas	January 2013
Assessment Strategies for ELLs	February 2013
SIOP Component Enrichment	March 2013
Response to Intervention for ELLs	April 2013

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

Title III and all ELL parents will be invited to attend specialized workshops for parents of English Language Learners. Topics to be covered during these workshops include, how to maintain your heritage language while your child learns English, good study habits for ELLs, What are some strategies I can use to help my ELL child achieve in school, how becoming involved in my child's school can benefit my child's academic progress. These workshops will be offered by our ESL staff with the assistance of translators and interpreters.

Part E: Budget

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

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

