



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S./I.S 180 THE SEEALL ACADEMY

DBN (i.e. 01M001): 20K180

Principal: GARY WILLIAMS

Principal Email: GWILLIA16@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: MICHAEL MEHMET

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gary Williams	*Principal or Designee	
Lynette Azar	*UFT Chapter Leader or Designee	
Loretta Bravata	*PA/PTA President or Designated Co-President	
Patrick Craig - Staff	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	
Joanne Spettell-Decarlo	Member/ Teacher	
Alan Moskowitz	Member/ Teacher	
Michele Simeone	Member/ Teacher	
Stacy Calderon	Member/ Teacher	
Matias Wolcovicz	Member/ Teacher	
Ana Marie Raimondi	Member/ Parent	
Eileen Egan	Member/ Parent	
Doreen Daly	Member/ Parent	
Albina Mazzaferro	Member/ Parent	
Fahima Akther	Member/ Parent	
Teresa Mansell	Member/ Parent	
Cory McErlaine	Member/ Parent	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of teachers in Kindergarten through Grade 8 will be formally evaluated using *Advance*, the new Teacher Evaluation System. The SEEALL Academy will fully implement the system, as required by the NYCDOE.

Comprehensive Needs Assessment

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

According to the results of the 2013 NYS Exams, approximately 75% of students are below the proficiency level in ELA, and approximately 58% of students are below the proficiency level in Mathematics. This identifies a need for a more targeted and specific Teacher Evaluation System, one that identifies teachers' strengths and weaknesses. In addition,

The 2013-14 Citywide Instructional Expectations require that schools "Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas..." By implementing *Advance*, our school will utilize the Danielson Rubric as the shared understanding of effective and highly effective teaching practices.

Instructional Strategies/Activities

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

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

1. Creation of a Measures of Student Learning (MOSL) Committee
2. Professional Development opportunities hosted by NYCDOE
3. Evaluator trainings for school administrators provided by supporting networks
4. In-house training for Evaluators led by Talent Coaches
5. Ongoing Professional Development for Teachers, beginning in June 2013, led by Administration, MOSL Committee, and/or Coaching Staff.
6. Timely and specific feedback to teachers after observations

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

1. MOSL Committee
2. UFT Chairperson, School Administration, Coaching Staff, Administrative Interns, Staff members will turnkey after attending professional developments
3. Advance Talent Coaches working with School Administration
4. Network Staff/ Advance Talent Coaches
5. Coaching Staff/ School Administration. Resources will be used and distributed to staff, including "Charlotte Danielson's Framework for Teaching, and The NYCDOE Advance Handbook" to guide teachers through the new evaluation process
6. School Administration using Danielson Framework

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

1. MOSL committee members present to school staff selections for the 20% of teacher effectiveness ratings
2. Teachers using preferred lesson templates for highly-effective lessons based on professional developments and trainings
3. Tracking observations for each teacher done by school administration
4. Timely post-observation conferences with teachers to discuss strengths and next steps using tools and materials from Advance Talent Coaches
5. Targeted feedback that includes a Plan of Action and resources for implementation including professional development
6. Administrators will evaluate and offer feedback to teachers using Danielson's Framework following the selections made (option 1 or 2) in a timely manner

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

1. Enter Measures of Teaching Practice (MOTP) selection and Video Consent for eligible teachers; September 4, 2013-October 25, 2013, Download, copy, administer, and score baseline assessments for NYC Performance Assessments based on MOSL selections; September 9, 2013-October 15, 2013
2. Teachers are invited to attend ongoing professional development hosted by the NYCDOE during and after school
3. Principal completes online Professional Development to serve as lead evaluator; September 2013-February 21, 2014

4. Administration completes Advance trainings by conducting practice observations with Talent Coaches
5. Hold Initial Planning Conferences (IPCs); September 4, 2013-October 25, 2013, Enter Highly Effective, Effective, Developing, Ineffective (HEDI) ratings from observations and other evidence; Post IPC-June 6, 2014, Final rating sent to teachers; September 1, 2014
6. Teachers submit up to eight artifacts of their instructional planning and reflection; Post IPC-April 8, 2014, Summative End of Year Conferences with Teachers; May 2014- June 27, 2014

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

1. June 2013 teachers were selected to join the MOSL committee and met over the summer to make teacher selections
2. Administration, teachers, and school staff were invited to attend professional development on the 2013 Danielson Rubric over the summer. Continuous professional development provided to school staff.
3. Administrators attend and receive the minimum requirement of Advance training initiating during the summer and continuing throughout the school year
4. Advance Talent Coaches provide professional development to administrators and selected staff throughout the year.
5. Selection of teachers from each grade level to attend Professional Development, and turnkey to staff, Professional Development on November 5, 2013 (Chancellor's Conference Day) and meet with teachers to develop individual plans to enhance teaching practices
6. Administration will evaluate and provide specific feedback to teachers after informal and formal evaluations, as well as on teacher artifacts.

Strategies to Increase Parental Involvement

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

Parents will be informed as to the intricacies of *Advance* and how the new system will impact their children through PTA meetings in the morning and evenings, at parent workshops, and at Community Education Council meetings. In some cases, students will be involved in additional assessments (i.e., NYC Baseline Assessments). Parents will also be made aware of the fact that due to the increase in the number of observations each teacher is receiving, it is likely that students will notice an increased presence of administration in the classroom.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, all students will be provided with Common Core-aligned curricula in literacy, math, social studies, science, and the arts, with a specific instructional focus of enhancing vocabulary throughout the subject areas.

Comprehensive Needs Assessment

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

According to the results of the 2013 NYS Exams, approximately 75% of students are below the proficiency level in ELA, and approximately 58% of students are below the proficiency level in Mathematics. The 2013 NYS Exams were based on the Common Core Standards in Mathematics and Literacy. By infusing the standards in all subject areas, including Social Studies, Science, and the arts, students will receive Common-Core curriculum throughout the majority of their school day.

Instructional Strategies/Activities

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

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

1. Monitoring student progress by comparing Baseline Assessments, Benchmark Exams, Reading Levels, Midterm Exams, and Mock Exams in all subject areas
2. "Student Bios" for Grades 3 through 8 to identify specific information and areas of concern for individual students
3. Use of a uniform conversion table to determine 4-3-2-1 scores based on percentages
4. Restructuring of class programs in Grades 1 through 8 to include vocabulary periods using the Vocabulary Workshop program
5. Curriculum mapping for all subject areas, with specific links to Common Core Standards

6. Evaluate ongoing assessment data to differentiate, identify student needs, and inform instruction.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. School administration 2. Coaching Staff 3. Grade Leaders 4. School Administration/Network Staff 5. "Code X" literacy program, "Ready NY CCLS" mathematics and literacy program, and "Sadlier Common Core Enriched Edition" Vocabulary Workshop 6. Data Inquiry Teams, ELL Department, Special Education Department, all grades/classroom teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Regular monitoring of student progress 2. Use of Student Bios in Grade 3 through Grade 8 to track student progress 3. Monthly grade conferences/department meetings to discuss specific students and targets in place for those students 4. Network staff will provide professional development to teachers on differentiated vocabulary instruction 5. Teachers will administer pre/ post assessments and benchmarks to monitor student progress and effectiveness of new Common Core curriculum programs 6. Data Inquiry teams will analyze data from common core programs to inform targeted skill- based instruction.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Baseline Exams in September 2013, beginning November 2013, Midterm Examinations in Grade 2 through Grade 8 in January 2014, Mock Examinations in Grade 3 through Grade 8 in February 2014 2. Running Records administration in fall 2013 and spring 2014 for Student bios. 3. Monthly Grade/Department Meetings with action agenda's to discuss targets for students, September 2013-June 2014 4. "Sadlier Common Core Enriched Edition" Vocabulary Workshop materials were purchased and are being utilized during specified vocabulary periods 5. Literacy and Mathematics Benchmark Exams every two months 6. Monthly Grade/Department Meetings, September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. "Code X" literacy program is being incorporated into the English Language Arts Curriculum to provide additional Common Core instruction. "Crosswalk Coach for the Common Core State Standards" resources are used during Test Strategies and Test Sophistication after school programs 2. TC Running Records Assessments will be printed and used from Teacher's College Reading and Writing Project website 3. Flexible programming will be executed to group children based on individual needs in a dynamic manner as various skills are targeted 4. Test Strategies will begin Tuesdays and Thursday's afterschool in January for Level 1 and 2 Students and Test Sophistication will begin Thursday's afterschool in January for Level 3 and 4 Students to target skills and reinforce vocabulary using Sadlier Program. 5. "Ready NY CCLS" Resources were purchased and are being utilized during our Extended Day program in both mathematics and ELA. Pre and post assessments will be utilized to inform instruction and student groupings. 6. During Data Inquiry time on Wednesdays from 2:30 – 3:20 teachers will be immersed in Data Inquiry cycles.

Strategies to Increase Parental Involvement

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

Curriculum Conferences were held in early October for parents of grades K through 8. Teachers shared pertinent information regarding the curriculum and school-wide programs. A comprehensive presentation "The Common Core Standards and the New State Test: Advancing College and Career Readiness in NYC and at The SEEALL Academy" was provided at the October 3, 2013 PTA meeting to inform parents of the Common Core curriculum and its impact on the NY State Test. Title I Parent Workshops will be held monthly, to discuss amongst other topics, the implementation of the Common Core Standards and how to support children at home.

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the achievement gap for targeted students within the area of literacy will be reduced through the implementation of the Response to Intervention instructional protocol model, which will provide quality based intervention supports in the least restrictive environment.

Comprehensive Needs Assessment

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

After a comprehensive analysis of the 2013 NYS ELA Exam, we found that just 44.6% of our general education population is at a proficient level in English Language Arts, signaling the demand for an initiative targeting general education Level 1 and 2 students. Past trends have shown an over identification for special education referrals as noted by the school's Pupil Personnel Team. In conjunction with the NYC special education reform, implementing the RTI model will reduce the number of student referrals for special education by providing targeted individualized instruction in the least restrictive environment. Results from our 2012-2013 State Quality Review also suggested that our school continue to "Implement 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."

Instructional Strategies/Activities

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

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

1. Reading Streets Baseline literacy assessments are administered to students the first week of school to ensure that At-Risk students are identified early in the school year
2. Teacher's College Running Records are administered and analyzed school-wide to indicate specific areas of need for literacy development.
3. Differentiated and individualized activities will be incorporated in daily lesson plans and small group instruction
4. Teachers will utilize graphic organizers, Reciprocal Teaching Methodologies, and the Interactive Writing Process through the Gradual Release Teaching Model.
5. To increase early literacy development, The Orton Gillingham Methodology will be utilized by classroom teachers, RTI specialists, and AIS providers as an alternative method of instruction in grades K-4

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

1. In the beginning of the school year, the RTI Team established a protocol for implementing the RTI model in grades K-4. Teachers will continue to collaborate with specialists and service providers to create personalized interventions for targeted students according to Reading Streets baseline assessments.
2. 80% of teachers in Kindergarten through Grade 4 will be familiar with the RTI protocol, process, and will have experience in implementing Tier I interventions to improve Teacher's College Running Record reading levels including modifications within their curriculum for targeted students.
3. Classroom teachers, cluster teachers, and academic support teachers
4. Coaches, classroom teachers, cluster teachers, and academic support teachers
5. Classroom teachers, RTI specialists, and AIS providers as an alternative method of instruction in grades K-4

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

Response to Intervention

1. Response to Intervention (RTI) is a multi-tiered problem solving approach that identifies general education students struggling in academic and behavioral areas early, and provides them with systematically applied strategies and targeted instruction at varied levels of intervention using the Reading Streets baseline assessment to identify student areas of weakness.
2. Instruction is matched to individual students' needs with increasingly intensive levels of targeted intervention and instruction for students who are not making satisfactory progress on the Teacher's College Running Record Assessment.
3. Repeated assessments of student achievement which includes differentiated curriculum based measures determine if interventions are resulting in student progress toward meeting the standards.
4. Intervention cycles are scheduled to last 6 to 8 weeks. If a student is making progress with the applied intervention, the intervention is continued. If a student does not make progress within 3 to 4 weeks, a new intervention will be applied to target the student's individualized need(s), within that cycle.
5. Students who do not show progress after two consecutive cycles of intervention in literacy development will then be referred for special education services, with parental consent. Students identified in grades K-4 will respond to individualized interventions resulting in academic success in the general education classroom by June 2014.

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

1. The RTI Approach began in September 2013 with the formulation of the multidisciplinary team made up of general education, special education, related service

- providers, deans, administration, and RTI specialists where we analyzed the results from the Reading Streets baseline assessments.
- The RTI Team will conduct bi-weekly meetings discussing current and new cases up for collaborative review.
 - Case managers are assigned and responsible to ensure that differentiated interventions are implemented and monitored for each Tier which lasts 6-8 weeks where then students are reassessed using the Teacher's College Running Record assessments to measure student progress.
 - Every 4-6 weeks Academic Support Teachers will evaluate the targeted methodology/intervention with the RTI team to determine next steps
 - By June 2014, regardless of the current Tier, all cases will be closed with student portfolios available for access during the following school year.

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

- We are following the RTI structure provided by the Department of Education. Tier I, begins with high quality research-based instruction aligned with the Reading Streets curriculum provided by the general education teacher. The student's needs are targeted through small group and differentiated instruction within the core curriculum.
- In Tier II, additional support and supplemental interventions are then delivered in a multi-tiered format with increasing levels of intensity and a targeted focus of instruction.
- Supplemental differentiated instruction includes Academic Intervention Services, Extra Help Study Skills Program, Extended Day Program, and Test Strategies after school program based on the assessment data from Teacher's College Running Records.
- In Tier III, related service providers and highly trained reading specialists provide intensive interventions daily.
- RTI Specialists, Related Service Providers, and AIS providers will receive professional development on RTI, best practices, and targeted strategies, and turn-key to additional staff members to ensure the RTI model is being implemented school-wide thoroughly.

Strategies to Increase Parental Involvement

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

P.S./I.S 180 The SEEALL Academy will host a family interactive night that includes information on the RTI model and its process. We will host workshops that provide parents with available resources, supplemental materials, and strategies for best practices that parents can utilize at home. The RTI team will attend regularly scheduled parent meetings to share information, update parents on each Tier of targeted interventions, and respond to parent questions and inquiries in languages other than English. The RTI case managers will send home informational packets to support and encourage literacy development at home that match interventions taking place at the school level.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

In the 2013-14 school year, 80% of English Language Learners at the SEEALL Academy will make Adequate Yearly Progress (AYP) as measured by the Title III Annual Measurable Achievement Objective (AMAO) estimator tool.

Comprehensive Needs Assessment

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

Historically, the tracking of annual ELL progress was limited to a linear tracking of each student's NYSESLAT score over the span of three years. We were unable to track progress across different subgroups within our ELL population (SWD, AIS, SIFEs, Years of service etc.). The AMAO estimator tool has made this tracking possible, and predicts future progress trends and advanced early warning indicators. After utilizing the tracking tool and aggregating the data, we noticed deficiencies with students who were Former ELLS, in addition to a deficiency in language skills including vocabulary for upper elementary and middle school students.

Instructional Strategies/Activities

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

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

- A school-wide initiative has been launched to incorporate the Sheltered Instruction Observation Protocol (SIOP) model into each grade and classroom. The decision

- was undertaken in order to better serve the needs of our ELLs in their classroom.
- 2. The SIOP (Sheltered Instruction Observation Protocol) model effectively helps our ELLs access the Common Core Curriculum even while they are acquiring mastery of the English language.
- 3. The SIOP model allows multiple entry points in lessons for ELL students while building their vocabulary and language skills
- 4. "Sadlier Common Core Enriched Edition" Vocabulary Workshop model will be conducted during specific blocks during literacy periods.

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

- 1. School Administration, ELL teachers, general education teachers and departments ELL Teachers, classroom teachers, Special Education teachers, academic support teachers
- 2. The ESL Department will develop and lead workshops for all teachers (K-8), in order to instruct them in the SIOP model.
- 3. ELL teachers, general education teachers across grades and departments
- 4. School administration, ELL teachers, general education teachers, all middle school teachers across departments.

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

- 1. Our school will utilize the Title III AMAO Estimator Tool in order to gauge the effectiveness of our school-wide SIOP model integration.
- 2. Teachers will enhance their daily lesson plans using the SIOP model and also included in curriculum mapping.
- 3. NYSESLAT Scores will be tracked for 3 consecutive years using this tool to indicate areas of need to inform instruction which will then be translated into daily SIOP lesson plans to enhance language skills and vocabulary.
- 4. Weekly Sadlier vocabulary assessments to ensure acquisition of new words and language

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

- 1. The Title III AMAO Estimator tool will continue to be used after NYSESLAT scores become available in the spring and be used to develop curriculum maps following SIOP model integration.
- 2. Data analysis results are used to target specific subgroups that have been identified by the tool as "at risk" to better inform instruction and acclamation to the common core curriculum during ESL after school program from October- June.
- 3. Each teacher grade leader in the elementary school, and each subject area department head in the intermediate school, is given data analysis results in order to inform instructional decisions at the onset of the school year to allow for multiple entry points in lessons for ELL students.
- 4. Each week starting from September – June, ELL students will be monitored for progress in language acquisition and vocabulary progress.

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

- 1. Teachers will routinely attend network and city-wide workshops highlighting the SIOP model at their subject and grade level. Administrators and the ESL Department will develop and lead workshops for all teachers (K-8) in order to instruct them in the SIOP model.
- 2. The ESL afterschool program will continue to provide targeted small group instruction to enhance vocabulary and literacy skills for our school's ELL student population
- 3. ELL teachers will meet with general education teachers and departments during Data Inquiry time to collaborate on instructional strategies to inform curriculum and provide modifications for ELL students using the SIOP model. ESL teachers will routinely model SIOP lessons for their colleagues, and provide modifications and variations for ELL students in the general education classroom including language skills for vocabulary. General education teachers will include Language Skills and vocabulary in daily lesson plans as an optional entry point for English Language Learners.
- 4. Sadlier Common Core Enriched Edition" Vocabulary workshop materials

Strategies to Increase Parental Involvement

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

P.S/ I.S 180 The SEEALL Academy will continue to conduct parent workshops to inform ELL parents and families of strategies to implement at home. The Parent Coordinator has arranged weekly workshops for parents of ELL students to encourage language acquisition in the home environment. Important notices about curriculum, instruction, and school events will be translated In different languages for parents to be informed and to increase involvement.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, 60% of our high-performing students (High Level 3s and Level 4s) will make gains on ELA and Mathematics Exams through intervention that targets their individual needs and presents them with appropriate challenges.

Comprehensive Needs Assessment

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

In analyzing the results of the 2013 New York State test results in Mathematics and ELA, it is apparent that additional measures must be instituted to target our high level 3s and 4s. The analysis shows that approximately 48% of high level 3s and 4s increased their proficiency rating in ELA and only 10% of our Mathematics students with high 3s and 4s increased their proficiency rating. This indicates a need for enriched challenged instruction to increase proficiency ratings.

Instructional Strategies/Activities

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

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

1. A new afterschool program called Test Sophistication will be offered to high level 3s and 4s geared towards preparing them for the state test in Mathematics and ELA.
2. Monitoring student progress by comparing Baseline Assessments, Benchmark Exams, Reading Levels, Midterm Exams, and Mock Exams in all subject areas
3. "Student Bios" will be used for Grades 3 through 8 to identify specific information and areas of concern for individual students
4. Additional after school programs for Algebra and Earth Science Regents will be offered in the spring for preparation of accelerated student course work.

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

1. School administration
2. Coaches
3. Test Sophistication Teachers will analyze student bios - program and resources to be determined in January 2014.
4. Regents Teacher will use Pearson Integrated Algebra Program and Barrons Regents Exams and Answers Earth Science the Physical Settings

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

1. Track the progress of the students involved in the Test Sophistication program by comparing their results with high 3s and 4s who do not participate in the program (use the mock ELA and Mathematics test and the actual ELA and Mathematics tests as measures).
2. Give a Pre and Post Assessment during the Test Sophistication program to evaluate its success in both ELA and mathematics
3. Use of Student Bios in Grade 3 through Grade 8 to track student progress
4. Monthly grade conferences/department meetings to discuss specific student progress and areas of need will then be used in targeted instruction during spring preparation for the Algebra and Earth Science Regents

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

1. Test Sophistication will begin every Thursday starting January 16th through March 27th 2014
2. Baseline exams October 1st through 24th and March 3rd through May 2nd 2014
3. Mock ELA and Mathematics exams – February 3rd and 4th 2014, ELA and February 6th and 7th 2014, Math and Midterms – January 13th through 17th 2014 will be incorporated into Student Bio's
4. Regents After School Program spring 2014, Regents June 2014

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

1. Test Sophistication funded by Tax Levy money through teacher and supervisor per session
2. Baseline exams administered by teachers during instructional time through instructional models and curriculum maps by grade
3. Mock and Midterm exams generated by coaches in conjunction with teachers during common prep periods will be used to update student bios.
4. Teachers will be paid per session to instruct the Regents after school program

Strategies to Increase Parental Involvement

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

We will promote the Test Sophistication afterschool program to parents. We will have parent workshops throughout the year designed to help teach parents how they can best support their children's academics, and specifically test preparations, at home.

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description	Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	"Extra Help" Program Extended Day Program Study Skills Reading and Writing Strategies Repeated Readings Graphic organizers Rubrics Charts, diagrams, and tables Picture walks Reading Street leveled Readers "Code X" literacy program "Ready NY CCLS" literacy program "Crosswalk Coach for the Common Core State Standards" resource	Small group One-to-one Push-in/Pull-out Direct Instruction	During the school day (Extra Help) 2:30 to 3:20 pm on Mondays and Tuesdays (extended day) Test Strategies Tuesday and Thursdays Afterschool Program	
Mathematics	"Extra Help" Program Extended Day Program Manipulatives Number lines and number Charts Rubrics "Ready NY CCLS" mathematics program Envision Mathematics Program(re-teach/re-visit component) "Zeroes Are Not Permitted" (ZAP) Program "Crosswalk Coach for the Common Core State Standards" math resource	Small group One-to-one Push-in/Pull-out Direct Instruction	During the school day (Extra Help) 2:30 to 3:20 pm on Mondays and Tuesdays (extended day) Test Strategies Tuesday and Thursdays Afterschool Program	
Science	"Extra Help" Program Extended Day Science Regents Program Reading and Writing in Science Science	Small group Push-in/Pull-out Direct Instruction	During the school day 2:30 to 3:20 pm on Mondays and Tuesdays (extended day) Regents Afterschool Program	
Social Studies	"Extra Help" Program Reading and Writing in Social Studies	Small group Push-in/Pull-out	During the school day (Extra Help) 2:30 to 3:20 pm on Mondays and	

	Time for Kids Scholastic News Current Events Study	Direct Instruction	Tuesdays (extended day)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Social Worker	Small group One to One Classroom visits	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff conducts interviews in teams to ensure teacher qualifications with specific knowledge in literacy development, methodologies for teaching SWDs and ELLs, and Common Core State Standards • P.S/ I.S 180 The SEEALL Academy 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • 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. • School administration will analyze informal and formal 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. • Professional development workshops will engage PreK-8 pedagogues in designing Common Core Units in Literacy and Mathematics. 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. • 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 year. We will consult with our Children's First Network (CFN) to refer us to RTI specialists who can provide professional development opportunities to our staff.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Title I money used for STH for basic supplies and materials
- Title I money is used to buy supplies and materials to support student growth
- Title I money used to support highly qualified teacher initiative
- Title I money is used to allocate money for specific subject masters degrees to further teacher education
- Title I money used to support parental involvement
- A needs assessment is distributed to parents to identify areas of need and interests
- Based on the Needs assessment workshops are designed to inform and support parents on particular topics
- Title I money is used to hire outside resources for workshops as well as fund staff to conduct parent workshops afterschool

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- Common Core Units of Study in Literacy and Mathematics for PreK students.
- Curriculum Conferences hosted in September for all PreK parents
- Regular parent involvement activities/workshops hosted by PreK teachers
- Monthly Title I Parent Workshops
- Parent Coordinator distributing information and hosting informational sessions regarding Kindergarten applications

Measures to Include Teachers in Decisions Regarding Assessments

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

- The following teams were created in September 2013, and meet monthly thereafter:
Instructional Team, Testing Team, Cabinet, Measures of Student Learning (MOSL) Committee
- Monthly grade/department meeting agendas will include monitoring student progress through the use of assessment (Running Records, baseline, benchmarks, mocks, midterm, etc.) results.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S/I.S 180 The SEEALL Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. P.S/I.S 180 The SEEALL Academy, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S/I.S 180 The SEEALL Academy, Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

P.S./I.S 180 The SEEALL Academy, will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

P.S./I.S 180 The SEEALL Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing on-going 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
- provide parents with frequent reports on their children's progress. Specifically middle school teachers will utilize "Engrade," an online grading system to communicate progress.
- Attendance committee will work to facilitate better communication with parents regarding absent students, and offer rewards to classes with improved attendance
- our school website which links to "Engrade," offers a strengthened home/school connection to parents and students
- our ELL after school programs runs from October- June twice per week to provide targeted instruction for language acquisition.
- our Test Strategies after school program runs from January – March twice per week to provide targeted instruction for ELA and Mathematics curriculum
- our Test Sophistication after school program runs from January- March once per week to provide accelerated instruction for high achievers in ELA and mathematics.
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 180
School Name The SEEALL Academy		

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

Principal Gary Williams	Assistant Principal Angela Panetta
Coach Kathryn Gold, Literacy Coa	Coach Alan Maskowitz
ESL Teacher Matias Wolkowicz	Guidance Counselor Anthony Gaglio
Teacher/Subject Area C. Gaffney, 4th Gr Self Contai	Parent Loretta Bravata
Teacher/Subject Area A. Byrnes, 7th Gr	Parent Coordinator Debbie Ragonese
Related Service Provider R. Gonzalez, Speech	Other Bobby Moy, Data Specialist
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1066	Total number of ELLs	255	ELLs as share of total student population (%)	23.92%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <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														
Push-In								12	16	0	0	0	0	28
Pull-out		44	33	20	29	22	25							173
Total	0	44	33	20	29	22	25	12	16	0	0	0	0	201

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	255	Newcomers (ELLs receiving service 0-3 years)	187	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	64	Long-Term (completed 6+ years)	5

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	187	0	5	64	0	13	5	0	5	256
Total	187	0	5	64	0	13	5	0	5	256

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	7	5	6	1	1	2	0	1	0	0	0	0	35
Chinese	31	20	11	4	15	7	15	3	3	0	0	0	0	109
Russian	2	8	9	8	6	3	2	2	1	0	0	0	0	41
Bengali	0	2	1	0	1	0	0	0	0	0	0	0	0	4
Urdu	1	0	1	0	0	0	0	2	0	0	0	0	0	4
Arabic	0	2	0	0	1	0	1	0	1	0	0	0	0	5
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Other	0	0	4	0	2	2	3	0	2	0	0	0	0	13
TOTAL	46	39	33	18	26	13	23	7	8	0	0	0	0	213

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	39	11	12	5	4	6	4	2	1	0	0	0	0	84

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	11	20	5	10	3	4	1	2	0	0	0	0	56
Advanced (A)	8	21	14	11	15	12	20	7	7	0	0	0	0	115
Total	47	43	46	21	29	21	28	10	10	0	0	0	0	255

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	5	3	0	25
4	21	13	0	0	34
5	14	6	2	1	23
6	15	14	0	0	29
7	18	13	0	0	31
8	27	13	1	0	41
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	0	11	0	4	0	0	0	27
4	16	0	12	0	9	0	1	0	38
5	19	0	18	0	22	0	10	0	69
6	10	0	14	0	8	0	3	0	35
7	17	0	11	0	40	7	0	0	75
8	17	0	20	0	9	0	0	0	46
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	9	0	14	0	3	0	30
8	3	0	3	0	1	0	0	0	7
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 heritage languages whenever possible. ESL classes now include focused content-area dictionaries with workbooks to reinforce development of academic language.

In grades 6-8, NYC Performance Assessments, TCRWP running records, and portfolios of student work, are all used to assess the literacy skills of our ELLs. In grades 1-5 the Reading Streets Benchmarks are utilized as well as running records as a tool at asses 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 and NYSESLAT results for 3 years, State 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, both individually and as a group (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 led to the revamping of the ESL department's program into this year's CALLA model of language acquisition. The below grade level response rates of the majority of ELLs highlighted 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 eventhough many have scored out or passed the listening and speaking sections of the exam. Also, the advanced students constitute the bulk of our long-term ELLs and often miss passing out by a small margin of points in the writing section. The higher demand for content-based language is evidenced by the lower the score of 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 and grade and department leaders have all agreed to work with the ESL department to align the core curriculum to support ELL academic development. The resulting teacher to teacher communications have led 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. A weekly ESL-only science class for upper-level ELLs taught by an ESL pedagogue with an ESL Science book, designed to provide students with comprehensible content has also been implemented.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The ESL Department's Inquiry into ELL progress across proficiency levels has revealed a need to target reading and writing skills in upper elementary and intermediate school. Trends seem to suggest that as ELLs transition from elementary to intermediate school, they have a more difficult time with reading and writing across the various content-areas. As a result of these findings, the ELL Department has instituted a hybrid push-in/pull-out model for ELLs who are struggling with reading and writing at the intermediate school level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At this time, I cannot provide this information as the New York State Education Department has not divulged this information.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Where the need arises, recently admitted ELLs who need to take state exams are provided the choice of taking the exam in their native language, as permitted by state guidelines. It has been noted that this accomodation assists when the student has only a few months in the U.S. and has been deemed to be academically proficient in their native language. This accomodation helps mainstream newcomer ELLs into English language state assessments. We currently do not utilize the ELL Periodic Assessments, rather all students, including our ELLs are administered the NYC Performance Assessments. The results are shared with administration, all coaches, ESL teachers as

well as content area teachers. Native languages are used as a support through dictionaries and content-area glossaries

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The ELL Department in conjunction with the Special Education Department collaborate routinely when focusing on ELLs who are at risk of being referred. The Special Education department does not open any referral cases on ELL students until said student has been in the U.S. over two years. Even if an at-risk ELL student has been in the U.S. for over two years, referral is not begun until proper RTI framework interventions have been attempted and documented. Data from the student's running records and benchmark assessments is carefully analyzed in order to guide instruction for ELLs within the RTI framework. Common interventions include our Afterschool ESL Program and AIS.

6. How do you make sure that a child's second language development is considered in instructional decisions?

An ELL student's second-language development is the first priority when considering instructional decisions. If a student is a current ELL, or a former ELL (As is the case with the majority of our student population), their ELL provider is routinely consulted in order to provide an accurate picture of the student in the context of a second language learner. Furthermore, interviews with parents are conducted in order to gather information about the student's educational history and background. All content-area teachers deliver their lessons utilizing the SIOP model in order to build their ELL students' English language skills through the content-area.

7. For dual language programs, answer the following:

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

At this time, we do not have a Dual Language Program.

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

Numerous measures address our evaluation of the success of our programs for ELL students. ELL progress on the NYSESLAT, ELA and Math State exams, where applicable, and other state exams are examined year to year. Ultimately, a larger, more holistic picture is achieved when reviewing the previous years' AYP.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. At the SEEALL Academy, ELLs are identified in several ways by our school staff. At their initial registration, our school office staff has been trained to ask whether or not the student speaks a language other than English at home. If so, the parents/guardians are given a Home Language Survey (in translation if necessary) to fill out immediately with the assistance of 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 oral interview with the parents/guardians. The ESL Department currently consists of Mrs. Azar, Mr. Danisi, Mrs. Gitlin, Ms. Pakulniewicz, Mr. Amato, Mr. Gaffney and Mr. Wolkowicz, all of whom are certified ESL teachers and speakers of Languages other than English, experienced in identifying potential ELLs. A member from the ESL Department speaks with the parent(s) and students 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 (Spanish), School Aides Mrs. Sultana (Urdu/Bengali) and Paraprofessionals Mrs. Chen (Chinese) act as translators for trained pedagogues. If the parents speak a low-occurrence language, we contact the Translation Unit to receive telephone translation. 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/NYSITELL 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/NYSITELL 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. Their scores are used to measure their individual progress and is used by ESL and Content-area Teachers to inform instruction. Using the results from the RNMR report in ATS, we are able to analyze the information by modality, Reading, Writing, Listening and Speaking to identify the areas of strength and need for each student and correlate it by group whether by level or grade-band. The ESL Department communicates with the content-area teachers regularly to assess the ongoing needs and progress of the students by comparing their progress from the previous years' NYSESLAT, LAB-R/NYSITELL, ELA results as well as classwork and teacher-created assessments to create an overall data-driven view of students.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. 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 languages. Mrs. Ragonese (Parent Coordinator) 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 goals 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 child. The Parent Orientation meeting takes place as soon as the LAB-R/NYSITELL administration period for identifying ELLs is complete within the first few weeks of September. If parents chose a language program which is currently unavailable at the school, ESL staff inform the parents/guardians of where there is an already existing TBE/DL program in the district. ESL staff also inform the parents/guardians that if 15 students of the same language group in two continuous grades select a TBE or DL program, then the school would begin the process of creating the requested program by contacting the Office of English Language Learners.
 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. 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 entitlement letters home, along with invitations to the Parent Orientation Meeting. The Parents that 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. Parent Surveys and program selection forms are filled out after the Orientation video is shown. Parents that are unable to come to the school receive the information in a phone conference and native language support is offered at every opportunity. Once the Parent Survey and Program Selection forms are returned, the program selection is recorded on the ELPC screen. Original Parent Survey and Program Selection forms are placed in the students' cumulative folder and copies are kept on file with the ESL Coordinator. We
 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every spring, all our ELLs are administered the NYSESLAT as a way to measure their yearly progress. The ESL Department in

conjunction with the Testing Department work closely to facilitate this process. The Testing Department takes care of room logistics ,accomadations for ELL/SWD testing modifications and proctor assignments. The Administration assures that the tests are always stored in a secure closet during the testing window. During the administration of the NYSESLAT, the dean's assure minimal movement of students through the corridors.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
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 continuous 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 to determine the importance of informing parents of the possibility of a Bilingual class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1.) 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. 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. We also have one 2nd grade ESL self-contained class and one 4th grade ESL self-contained 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)?
 - 2.) The ESL department is organized by school (Elementary and Middle) and grade band guided by the NYSESLAT. Grades K and 1 each have a single instructor to meet the academic and developmental needs of the students at that age and emotional developmental level. For grades 2 through 4, the instructor utilizes her 15 year of classroom experience as a 3rd grade teacher to prepare students for the rigorous needs of testing, as well as her background in ESL and Bilingual education, to support their language acquisition and schema across the content areas. The 5th grade also has one teacher and is arranged into graded homogenous groups to increase their focus and to prepare students to transition to the different academic approach of middle school. The middle school students are grouped by proficiency level to more intensely address their needs by modality. This is done to increase the efficiency of language acquisition by creating support for content area teachers using academically rigorous materials differentiated by proficiency level to create accessible content. All teachers, in every grade, have at least one freestanding ESL class, not focused on content-area instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 - 3.) 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 companies 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 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. 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 together with required Common-core 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 Smartboards 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 and accessibility to the CCLS through scaffolded, sustained instruction using targeted language development strategies.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year during the spring administration of the NYSESLAT. Additionally, all students, including ELLs are administered Literacy Baseline Assessments in September followed by Benchmark Assessment in 6 week cycles. All students, including ELLs, are also given the NYC Periodic Assessment. Progress by our ELLs is monitored by the ESL Department.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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. 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. 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 for up to 2 years after the scored out of the NYSESLAT. 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 for 2 years after they score out of the program. 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.

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. 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

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

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

ELL teachers use CornerStone and Keystone from Longman/Pearson to assist in providing access to academic areas and accelerate English language development. Other materials included visuals, realia, teacher-created materials designed for specific student needs.

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

We use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWD to achieve IEP goals and attain English proficiency within the least restrictive environment by placing our at risk ELLs into AIS and offering placement into our Title III Afterschool Program. Our school ensures that flexible programming is used to maximize time spent with non-disabled peers by mainstreaming special education students into classes that they have demonstrated mastery in. Many special education students spend part of the day in regular education classes as a result. ELL-SWD students are placed in ICT classes by noting the placement determined by their IEP and taking into consideration their ELL level proficiency.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English

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

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

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

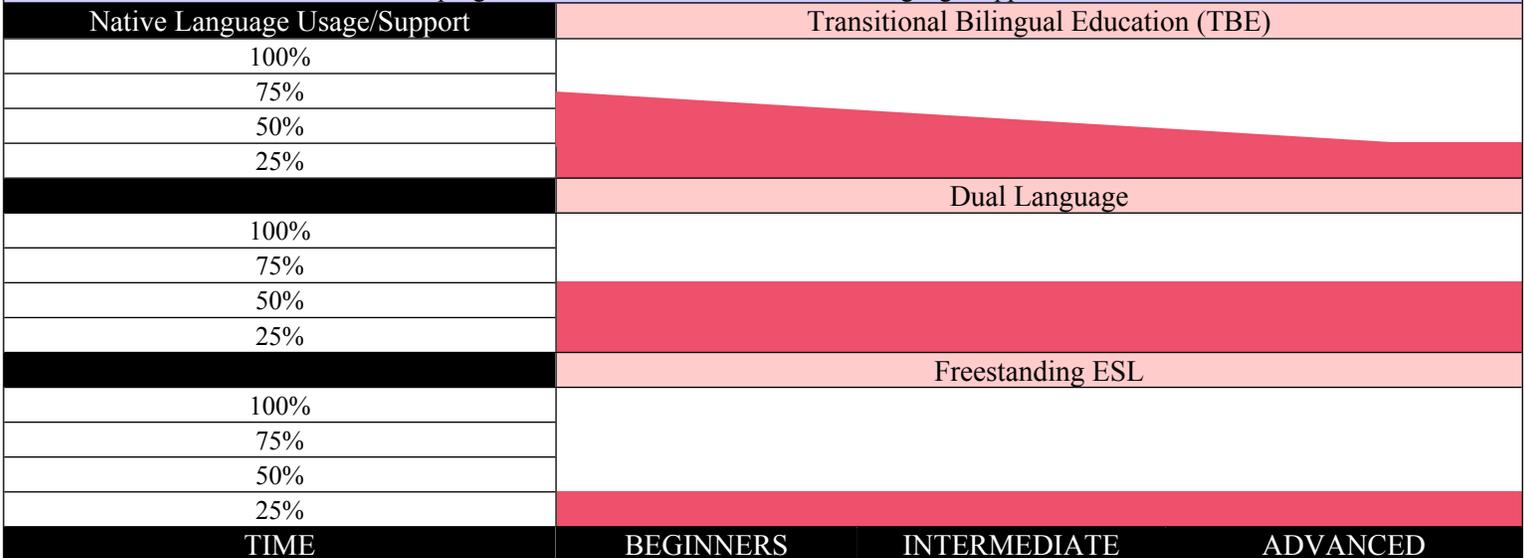
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Academic Intervention Services: ELLs who do not make set goals in ELA and Math State Assessments
Extended Day Program: ELLs who are not making adequate gains are offered this extra resource. ELL students are matched to ELL teachers who deliver services in a smaller group setting
Title III ESL Afterschool Program: All ELLs are eligible for the afterschool program
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ELL intervention programs are effective. As students are identified, they receive greater one-on-one instruction from an ELL provider to assist in meeting their second language acquisition and content-area goals.
11. What new programs or improvements will be considered for the upcoming school year?
- Next year, the ESL Department will seek to have a greater role in the RTI process as we see it as a helpful way of identifying at-risk ELLs and connecting them with higher tier interventions.
12. What programs/services for ELLs will be discontinued and why?
- We are currently not considering the discontinuation of any of our programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at all levels have equal access to all of our programs. Every ELL is eligible to attend our Title III afterschool program, as well as Test Strategies Program and Test Sophistication Program. ELLs are routinely offered AIS service as well as RTI interventions.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers routinely use ELL websites such as BrainPop ESL and Starfall to supplement their lessons, as well as realia, manipulatives, and visuals accordingly.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The ESL Department delivers native language support by providing native language dictionaries and glossaries in different content-areas. State assessments are available in LOTE for ELLs who could benefit from it. Our ESL classroom and library contain many bilingual books for our students to check out.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All supports and resources provided for ELLs are tailored to the students' age and grade level. This is especially the case with our ELL libraries and bilingual books.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Recently enrolled students identified as ELL during the school year are placed in specific, grade level newcomer groups in order, to address their specific needs.
18. What language electives are offered to ELLs?
- Many of our advanced level ELLs are included in our school's LOTE program, which currently includes Chinese, Spanish, Italian and French.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time, we do not have a Dual Language Program.

C. Professional Development and Support for School Staff

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

1-4) 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.

2013-2014 Proposed Professional Development Workshops

Strategies for helping your ELLs access the CCLS	November 2013
ELLs and the ELA Test	December 2013
Strategies for ELLs across the Content Areas	January 2014
Assessment Strategies for ELLs	February 2014
NYSESLAT Pre-Assessment and Intervention	March 2014
Bridging the Gap: Effectively Articulating our ELLs from Grade 5 in Middle School	April 2014

Current and new staff members who attend the above workshops receive credit to complete their Jose P training (7.5 hours of ELL Training) per the requirement with the hours charted by the school secretary, Ms Tapia. Additionally, any ELL workshop from the OELL is also given credit.

D. Parental Involvement

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

1-4) 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 predominate languages of our area. In cooperation with the ESL and other teacher, parent orientation meetings will be held in the fall and periodically during the year as new children arrive. Parents will be given information about free community-based Adult ESL and computer classes. Also, workshops will be given by the ESL department to assist ELL parents in supporting their children doing their homework, explaining the importance of continuing native language development, describing the exam types and functions as well as articulating other needs specific to ELLs. 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. The parents can then express their challenges, which we as a school community can help to address.

E. Additional Information

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

Paste response to question here:

School Name: The SEEALL Academy

School DBN: 20K180

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary M. Williams	Principal		
Angela Panetta	Assistant Principal		
Debbie Ragonese	Parent Coordinator		
Matias Wolkowicz	ESL Teacher		
Loretta Bravata	Parent		
C. Gaffney, 4 th Gr Self Cont	Teacher/Subject Area		
A. Byrnes, 7 th Gr ICT	Teacher/Subject Area		
Alan Moskowitz	Coach		
Kathryn Gold	Coach		
Amthony Gaglio	Guidance Counselor		
N/A	Network Leader		
Bobby Moy	Other <u>Data Specialist</u>		
Rachel Gonzalez	Other <u>Speech</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K180 School Name: The SEEALL Academy

Cluster: 4 Network: CFN 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), completed during at initial registration by parents, that a large percentage of our students, both identified ELLs 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 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 difficult for 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 that 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 native 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 sent out regarding student progress will be distributed to families that request it, in their native language. The ESL department will conduct surveys with 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 native languages. The school will seek these written translations from school based staff whenever possible, such as teachers, paraprofessionals and parents that 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 the 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		

