

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

20K180

School Name:

THE SEEALL ACADEMY

Principal:

GARY M. WILLIAMS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Primary School Number (DBN): 20K180
School Type: Elementary/Middle Grades Served: Pre-Kindergarten – 8
School Address: 5601 16th Avenue, Brooklyn, NY 11204
Phone Number: 718-851-8070 Fax: 718-853-9308
School Contact Person: Angela Panetta Email Address: APanetta@schools.nyc.gov
Principal: Gary M. Williams
UFT Chapter Leader: Lynette Azar
Parents' Association President: Teresa Mansell
SLT Chairperson: Lynette Azar
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street, Brooklyn, NY
Superintendent's Email Address: KCostan@schools.nyc.gov
Phone Number: 718-759-4912 Fax: 718-759-4842

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 405 Network Leader: Michael Mehmet

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gary Williams	*Principal or Designee	
Lynette Azar	*UFT Chapter Leader or Designee	
Teresa Mansell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Albina Mazzaferro	Member/Parent	
Ana Marie Raimondi	Member/Parent	
Kelly Doyle	Member/Parent	
Fahima Akther Haque	Member/Parent	
Shabeza Sultana	Member/Parent	
Christine Norflus	Member/Parent	
Eileen Egan	Member/Parent	
Joanne Spettell-DeCarlo	Member/Teacher	
Michelle Simeone	Member/Teacher	
Stacy Calderon	Member/Teacher	
Alan Moskowitz	Member/Teacher	
Matias Wolkowicz	Member/Teacher	
Patrick Craig	Member/ Paraprofessional	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Contextual Information

PS/IS 180 The SEEALL Academy serves students in Pre-Kindergarten through Grade 8, located in the heart of Borough Park, Brooklyn. Our school holds high educational standards with academic success for all students. Our staff provides a supportive environment that encourages students to develop into young leaders.

Inspired by an article written by Bill Gates, and with its base rooted in the Common Core, the Students Educationally Enriched as Learning Leaders (SEEALL) Academy engages its students as active participants in the learning process. A unique partnership is formed with the teacher, student, and parent. This, in turn, instills and nurtures leadership among its students, preparing them for a successful future.

The SEEALL Academy is a dynamic school serving over 1,100 students from culturally diverse backgrounds. This multi-faceted student population includes English Language Learners (ELLs), representing 25% of the overall student body, as well as Students with Disabilities (SWDs), comprising 18% of the student population. The school is located in a community where the majority of children attend private schools for academic and religious instruction, thus many of 180's children are bussed in from nearby communities. The school building is a well-maintained, updated pre-war building where students' work and class collaborations are proudly displayed throughout the building.

Mission Statement

PS/IS 180 The SEEALL Academy's mission statement emphasizes the importance of teamwork and collaboration amongst students and all constituents in the school community.

"As we walk through these doors we are all the same. We are all here to learn. We will help each other become the best that we can be. We will take our weaknesses and turn them into strengths. We will take our strengths and share them. As we walk down this path together we will help each other become the best we can be. Together we can do anything."

School Strengths and Accomplishments

Students are provided with several outlets to exhibit and enhance their leadership skills. The newly implemented pre-med and pre-law programs offer students a chance to immerse themselves in authentic activities related to the medical and law fields during their enrichment periods. Pre-med students participate in hands-on experiments and trips to hospitals and other scientific institutions. Pre-law students conduct mock trials and visit real courtrooms. A partnership has been established with the Brooklyn District Attorney's office.

The Student Leadership Academy and Executive Leadership Academy engage students in studies of public speaking, etiquette, multi-cultural awareness and social skills activities during their enrichment cycles. The student government practices true decision-making during monthly Town Hall meetings for junior high students. Students have the opportunity to partake in a variety of extracurricular programs, including Champs Sports, Visual Arts, Theatre, Band, Chorus, Violin, and the esteemed Symphony Orchestra, as well as a variety of enrichment opportunities, such as chess, Photoshop, school newspaper, graphic novels, cheerleading, hands-on science, and community service, to name a few.

Challenges

Serving a unique population of students, including ELLs and SWDs, means that the school must diversify instruction to better serve the needs of each individual learner. According to the school's 2013-14 School Quality Snapshot, one of the greatest challenges has been in the area of "Closing the Achievement Gap," revealing that SWDs are those who performed lowest on the State exams. Most of these students require individually differentiated instruction that

incorporates multiple modalities of learning based on their unique needs. To address this challenge, teachers have received a Prescriptive for each individual child, which identifies strengths, areas of need, individual student data and biographical information, along with his/her learning needs. Teachers then plan accordingly for individual students based on the information presented in these Prescriptives.

Areas of Growth

After adopting and implementing a Common Core, research-based program in Kindergarten through Grade 8, The SEEALL Academy evidences strength in their significant improvement in mathematics achievement. In the area of “Student Progress-Improvement on State math test” on the 2013-14 School Quality Snapshot, the school was rated “excellent” for all students and lowest performing students.

Results of the 2014 State Assessments revealed further strength, with an increase in the passing rate for both English Language Arts (increased by 4.04%) and Mathematics (increased by 9.93%). In addition, the school outperformed the district in three of the four areas of “Student Achievement” on the 2013-14 School Quality Snapshot.

Key Areas of Focus

A challenge for the school, and the school’s greatest areas of focus, however, is the English Language Arts performance of the lowest third and early grade students. The school was rated only “fair” in the area of “Student Progress-Improvement on the State English test” on the 2013-14 School Quality Snapshot.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- The results of the school’s most recent Quality Review cited that instructional practices limited “targeted student participation, for all students, including higher-performing students, English Language Learners (ELLs), and Students with Disabilities (SWDs) to demonstrate critical thinking in their work,” and that “research-based, effective instruction that yields high-quality student work” must be improved. However, one of the school’s most noted strengths in the past school year is the improvement of ELLs and lowest performing students on the 2014 New York State English Mathematics Exam, cited as “excellent” in the 2013-14 School Quality Snapshot.
 - The 2013-14 New York City School Survey Report cited that 15% of students disagree that the school “offers a wide enough variety of programs, classes, and activities to keep me interested in school,” and 23% of students disagree that “most of the teaching staff at [the] school makes [students] excited about learning.”
 - While the 2013-14 School Quality Snapshot revealed that The SEEALL Academy is “excellent” in terms of improvement on the 2014 New York State Mathematics Exam for all students and lowest performing students, the 2013-14 School Quality Guide revealed that in comparison to peer schools, The SEEALL Academy is only “approaching the target” in terms of the English Language Arts (ELA) median adjusted growth percentile for the school’s lowest third, dropping by 21% from the previous school year.
 - After analyzing these results of the Quality Review, School Survey, School Quality Snapshot, and School Quality Guide, PS/IS 180 The SEEALL Academy recognizes the needs for instruction that addresses the Capacity Framework Element of *Rigorous Instruction*, and seeks to improve the expectations that are set in every classroom.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the number of students reading at or above grade level as measured by Teacher’s College Reading and Writing Project (TCRWP) Running Records will improve by 5% by aligning social studies and literacy curriculum, with a specific focus on nonfiction text across all content areas.

Part 3 – Action Plan

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

<ul style="list-style-type: none"> ○ Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Social studies teachers, ELA teachers, and the Literacy Coach will have weekly common planning time built into their programs. During this time, they will update current curriculum maps to reflect interdisciplinary connections, and create social studies curriculum maps aligned with the NYS Social Studies Scope and Sequence guide. • Research-based curriculum will be implemented for pre-med and pre-law programs. The pre-med and pre-law programs will be offered to incoming sixth-grade students, and will be carried through grades 7 and 8 in the following years. • In the elementary school, the current reading program will be updated to the Reading Street Common Core edition by Pearson, a skills-based program with an emphasis on non-fiction, interdisciplinary texts. • The school will host a Social Studies Fair in Spring 2015, with a unifying theme, along with a “Living Wax Museum” for Pre-Kindergarten through grade 5. 	<p>Students in grades 6-8</p> <p>Grade 6 students (pre-med and pre-law)</p>	<p>September 2014 through June 2017</p>	<p>Instructional Assistant Principals</p> <p>Literacy Coach</p> <p>Literacy Teachers</p> <p>Social Studies Teachers</p>
<ul style="list-style-type: none"> • Students in kindergarten through grade 8 will be required to engage in project-based learning, for a minimum of two units of study. This project-based learning will be differentiated to meet the needs of all students, including SWDs and ELLs. • Special education teachers and English as a Second Language (ESL) teachers will utilize Tuesday afterschool time allotted for “Professional Responsibilities” to collaborate, modify social studies curriculum, and create appropriate scaffolds for students in all subgroups. 	<p>English Language Learners</p> <p>Students with Disabilities</p> <p>Students in the Lowest Third</p>	<p>September 2014 – June 2015</p>	<p>Assistant Principals</p> <p>Special Education Department</p> <p>ESL Teachers</p>
<ul style="list-style-type: none"> • The school will host family interactive nights in Fall 2014 and Spring 2015, in addition to our four regularly scheduled parent-teacher conferences. • Parent and student orientation for incoming sixth grade students will be held in the summer and fall prior to the school year. Expectations and program requirements will be discussed for pre-med and pre-law. • The School Leadership Team and Parent Teacher Association will be invited to partake in preparation, planning, and implementation of the school’s Social Studies Fair. 	<p>All parents</p>	<p>June 2014 – June 2015</p>	<p>Parent Coordinator</p> <p>School Leadership Team</p> <p>Parent Teacher Association</p>
<ul style="list-style-type: none"> • Teachers across content areas will host professional development for their colleagues and a sharing-out of best practices. 	<p>All teachers</p>	<p>September 2014 – June 2015</p>	<p>Content area teachers</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Common planning time for literacy and social studies teachers
- NYC K – 8 Social Studies Scope and Sequence
- Summer planning for pre-med and pre-law curriculum
- Use of Monday Professional Development time (2:30 pm – 3:50 pm) to provide learning opportunities for literacy and social studies teachers

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Benchmark: Portfolio Analysis (January 2015)

A sampling of student portfolios in all grades will be collected and analyzed to determine if social studies instruction is rigorous and appropriately scaffolded for all students. In addition, teacher teams will assess progress of curriculum writing to ensure completion before the end of the school year.

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- In the 2013-14 school year, PS/IS 180 The SEEALL Academy implemented a theme of “Unity” to promote Respect for All. This year, the school plans to take this further based on the data cited above, making “Teamwork” the heart of all Respect for All activities.
- The 2013-14 New York City School Survey Report cited that 51% of students reported that “students harass or bully other students some of the time.”
- In addition, 7% of students strongly agree that “students are often harassed or bullied in school” and 5% strongly disagree that “order and discipline are maintained”. In addition, 10% of students disagree that they “feel welcome at school.”
- After analyzing these results of the School Survey, and reflecting on the work that was done in the previous school year, PS/IS 180 The SEEALL Academy recognizes the need for enhanced system and structures that address the Capacity Framework Element of *Supportive Environment*.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-15 school year, the results of our New York City School Survey Report in the areas of bullying and order and discipline will improve by 5% by implementing systems and structures so that all students feel safe and supported, with an emphasis on anti-bullying and Respect for All.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • “Teamwork Day” will be implemented and facilitated by guidance counselors in October 2014. • Teamwork-related activities to promote unity as a school, such as “Teamwork Quote Contest,” presentations, and lessons provided by guidance counselors during town hall and student assemblies 	All students	Ongoing throughout the school year	Assistant Principal for Safety and Discipline Guidance

<ul style="list-style-type: none"> Participation in the “Penny harvest” to promote ethical behavior A “Get Caught Doing Good” ticket system will serve as positive reinforcement in grades K through 5. The Gaining Reflective Outcomes With Total Harmony (GROWTH) Center is available for students to reflect upon their choices and learn from their mistakes. 			Counselors Deans Grade Leaders/ Department Heads
<ul style="list-style-type: none"> All students, including SWDs and ELLs will participate in teamwork and anti-bullying related activities. Upper grade students will serve as translators for students in grades K through 2 during anti-bullying and Respect for All lessons. Cyber-bullying awareness lessons will be provided for students in all grade levels by February 2015. 	English Language Learners Students with Disabilities	September 2014 – June 2015 February 2015	Assistant Principals Guidance Counselors Dean Technology Teachers
<ul style="list-style-type: none"> In December 2014, the parent coordinator will host an International Dessert Day, where parents are invited to bring in food reflective of their diverse cultures. The PTA will collaborate in facilitating teamwork-related activities. The school will host family interactive nights in Fall 2014 and Spring 2015, in addition to our four regularly scheduled parent-teacher conferences. 	All parents	December 2014 September 2014 – June 2015	Parent Coordinator Parent Teacher Association
<ul style="list-style-type: none"> Peer-tutoring Buddy program in the elementary school Teachers across content areas will host professional development to their colleagues and a sharing-out of best practices. 	All students	September 2014 – June 2015	Guidance Counselors Deans Grade Leaders/ Department Heads

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Planning time for guidance counselors and teachers to discuss teamwork-related activities
- Materials for teamwork-related activities
- Scheduling arrangements for guidance counselors to visit classrooms and provide anti-bullying lessons
- Literature to encourage anti-bullying, such as *Hands Are Not for Hitting*, by Martine Agassi, for grades K and 1
- Gaining Reflective Outcomes With Total Harmony (GROWTH) Center

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

Benchmark: Tracking Disciplinary Data (January 2015)

PS/IS 180 The SEEALL Academy will analyze disciplinary data, including the number of incidents and the number of suspensions at the midway point. In addition, guidance counselors will conduct teacher and student surveys regarding effectiveness of anti-bullying activities in promoting a safe learning environment.

Part 6b. Complete in February 2015.

5.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
6.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- The 2013-14 School Quality Guide revealed that in comparison to peer schools, The SEEALL Academy is only “approaching the target” in terms of the English Language Arts (ELA) median adjusted growth percentile for the school’s lowest third, dropping by 21% from the previous school year. In addition, the English early grades progress has dropped from 43% to 35% in comparison to the school’s peer group. While there were improvements in terms of student achievement (an increase of 4.04% for ELA and 9.93% for mathematics), an emphasis must be placed on student progress, especially in the lower grades.
- The results of the school’s most recent Quality Review cited that instructional practices must be enhanced to provide multiple entry points and high quality supports for all subgroups. In addition, there is a need for “targeted questioning during the mini lesson [to be] scaffolded to students’ instructional levels.”
 - After analyzing the results of the School Quality Guide and Quality Review, PS/IS 180 The SEEALL Academy recognizes the need to enhance collaboration amongst all teachers, working together with an ultimate goal of progress for lowest performing students through the Response to Intervention (RTI) instructional protocol model.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the progress of our lowest performing students on the New York State English Language Arts (ELA) Exam, with particular emphasis on the lower grades, will improve by 10%, through the implementation of the Response to Intervention (RTI) instructional protocol model, which will provide quality-based instructional support in the least-restrictive environment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Response to Intervention (RTI) is a multi-tiered problem solving approach that identifies general education students struggling in 	Students in grades K	June 2014 – June	Assistant Principal for Special

<p>academic and behavioral areas early, and provides them with systematically applied strategies and targeted instruction at varied levels of intervention.</p> <ul style="list-style-type: none"> • Reading Street 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. • Teacher’s College Running Records are administered and analyzed school-wide to indicate specific areas of need for literacy development. • 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-5. • Repeated assessments of student achievement, which includes differentiated curriculum based measures, determine if interventions are resulting in student progress toward meeting the standards. • 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. • Students who do not show progress after three consecutive cycles of intervention in literacy development will then be referred for special education services, with parental consent. Students identified in grades K-5 will respond to individualized interventions resulting in academic success in the general education classroom by June 2015. 	<p>through 5</p> <p>Early childhood Students</p> <p>Students in the Lowest Third</p> <p>Students with a low Growth Percentile on the 2014 State Exams</p>	<p>2015</p>	<p>Education</p> <p>Instructional Assistant Principals</p> <p>School-based RTI specialist</p> <p>K – 5 Teachers</p>
<ul style="list-style-type: none"> • Differentiated and individualized activities will be incorporated in daily lesson plans and small group instruction. • Teachers will utilize graphic organizers, reciprocal teaching methodologies, and the interactive writing process through the Gradual Release teaching model. • 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. 	<p>Students receiving at-risk s Special Education Teacher Support Services (SETSS)</p> <p>English Language Learners, K – 5</p>	<p>September 2014 – June 2015</p>	<p>Special Education Assistant Principal</p> <p>Special Education Department</p> <p>ESL Teachers</p>
<ul style="list-style-type: none"> • PS/IS 180 The SEEALL Academy will host family interactive nights in Fall 2014 and Spring 2015 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. • RTI case managers will send home informational packets to support and encourage literacy development at home that match 	<p>Parents of students in Grades K – 5</p>	<p>September 2014 – June 2015</p>	<p>Parent Coordinator</p> <p>Parent Teacher Association</p> <p>School-based RTI Team</p>

interventions taking place at the school level.			
<ul style="list-style-type: none"> PS/IS 180 The SEEALL Academy believes in educating and informing all teachers, parents, and stakeholders involved in the RTI process. Transparent communication between all constituents will be implemented. The RTI Team will host professional development for their colleagues and a sharing-out of best practices. 	Parents and Teachers of students in K – 5	September 2014 – June 2015	Instructional Assistant Principal Special Education Assistant Principal K – 5 Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The school-based RTI team, including guidance counselors, speech providers, special education teachers, general education teachers, AIS providers and the RTI specialist, will meet bi-weekly to analyze student progress throughout all tiers of the process.
- The RTI specialist will have flexibility in her program to be able to meet with teacher teams during common planning.
- A Tier 2 and Tier 3 research-based instructional program, such as *My Sidewalks* by Pearson, will be utilized during the RTI process.
- The Tuesday after school Parent Engagement block (2:30 pm – 3:10pm) will be utilized for parent meetings with teams of teachers to discuss student progress.
- During Monday Professional Development time (2:30 pm – 3:50 pm), learning opportunities will be provided by the RTI specialist, network staff, and UFT Teacher’s Center staff for teachers in grades K through 5.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmark: Tier 1 intervention success (students not needing Tier 2) above 60% (December 2014)

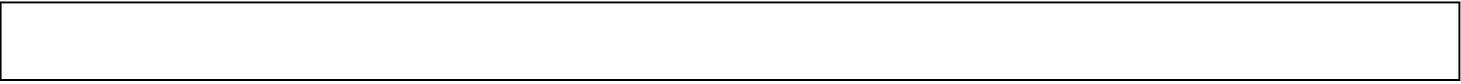
The RTI team will analyze cases that have been presented in the beginning of the school year, and analyze student progress towards meeting individual goals.

Benchmark: ELA Mock Examination (February 2015)

Teachers serving grades 3 through 8 will utilize mock examinations as a data tool to identify students, particularly in the lowest third, who are still at risk at this point in the school year,

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- The results of the 2013-14 School Quality Snapshot revealed a rating of “excellent” in terms of how well teachers work with each other and how clearly high expectations are communicated to the staff. However, the 2013-14 New York City School Survey Report cited that 9% of teachers disagree with the statement, “overall, my PD experiences have been sustained and coherently focused, rather than short term and unrelated,” and 18% of teachers disagree that professional development is “tailored to [their] development needs.”
- The results of the school’s most recent Quality Review cited a rating of “developing” in Quality Indicator 4.1, stating that school leaders must “expand the use of the observation framework to identify trends in best practices across grades and to drive a purposeful professional development plan.”
 - After analyzing the results of the School Quality Snapshot, the School Survey Report, and the Quality Review, PS/IS 180 The SEEALL Academy recognizes the need to nurture the professional growth of teachers and staff in regards to the Capacity Framework Element *Effective School Leadership*.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of eligible teachers in Kindergarten through grade 8 will be evaluated using *Advance*, and provided with appropriate, differentiated professional development based on the needs identified in the prior school year and through ongoing observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • A Measures of Student Learning (MOSL) Committee and Professional Development Committee will be created in Fall 2014. • School administrators will be provided with in-house training led by talent coaches. 	All teachers	September 2014 through June 2015	Assistant Principals PD Committee

<ul style="list-style-type: none"> School administration, in consultation with the PD Committee, will create a flexible PD Plan based on teacher evaluations from the previous school year, instructional goals, and ongoing teacher evaluations. The Monday PD block (2:30 pm – 3:50 pm) will be used for ongoing, differentiated professional development for teachers, beginning in June 2014, led by Administration, MOSL Committee, and/or Coaching Staff. Administration will seek to provide timely (within 5 school days) feedback to teachers regarding formal and informal observations. 			MOSL Committee UFT Chairperson
<ul style="list-style-type: none"> Intervisitations and learning walks with instructional foci, such as the ICT model, and differentiation for SWDs and ELLs, will be scheduled across all grade levels. 	Teachers of Students with Disabilities English as a Second Language Teachers	September 2014 – June 2015	School Administration Special Education Department ESL Teachers
<ul style="list-style-type: none"> Parents will be informed as to the intricacies of <i>Advance</i> 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. Correlations between the NYC School Survey, Parent Meeting feedback, and informal observation data will be used to create workshops for teachers and parents. 	All parents	September 2014 – June 2015	Parent Coordinator School Leadership Team Parent Teacher Association
<ul style="list-style-type: none"> Teachers will open up their classrooms to colleagues, hosting intervisitations and learning walks. Sessions for sharing best practices will be built into the Professional Development schedule throughout the school year. 	All teachers	September 2014 – June 2015	School Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Data analysis features on the *Advance* intranet page will be used to identify strengths and weaknesses, and provide a checkpoint for administrators.
- The PD committee, working closely with school administrators, will devise a flexible PD plan (including Monday afternoons, Chancellor Professional Development Days, and intervisitations) that is most effective and useful for teachers.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

MOSL Funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 11. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 12. Specify a timeframe for mid-point progress monitoring activities.

Benchmark: Staff Survey (November 2014)

Benchmark: Rating Analysis (February 2015)

School administrators, along with the PD committee, will conduct a survey of school staff members to assess efficiency of professional development that has been offered throughout the school year. In addition, school administrators will assess if targeted professional development has resulted in improved ratings for select components in Charlotte Danielson’s *Framework for Teaching*.

Part 6b. Complete in **February 2015**.

13.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
14.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- In the 2013-14 school year, PS/IS 180 The SEEALL Academy hosted its second annual Family Interactive Night in Spring 2014. It served as a forum for providing parent workshops and informational sessions, especially regarding Special Education. In the 2014-15 school year, the school seeks to improve the success of events such as this by increasing the number of parent interactive nights and overall parent involvement in the school community.
 - The 2013-14 New York City School Survey Report cited that 28% of parents responded that they have been to a school event only 1-2 times during the school year, and 7% of parents disagree that the school “makes it easy for parents to attend meetings by holding them at different times of the day, providing an interpreter, or in other ways.”
 - After analyzing the results of the School Survey and parent attendance at school functions and events during the 2013-14 school year, PS/IS 180 The SEEALL Academy recognizes the need to increase parent involvement with regards to the Capacity Framework Element *Strong Family and Community Ties*.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, our parent involvement in school activities and functions, including parent-teacher conferences and family interactive nights, will increase by 5%, as evidenced by records of parent attendance at Parent Teacher Conferences, Parent Teacher Association (PTA) meetings, parent workshops, school productions, and other school events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Collaborate with PTA president to stagger evening and morning PTA meetings throughout the school year. • Increase number of parent nights from two to six, including two 	All parent , Pre-K – 8	September 2014 – June 2015	Assistant Principals Parent Coordinator

<p>interactive nights, two Parent/Teacher conferences, a curriculum conference, and a family night in May.</p> <ul style="list-style-type: none"> • Revamping and revising methods of parent communication to include maintaining a website, email correspondence, a pasting book for important memos and letters, and a phone message system, including appropriate translations. • <i>Engrade</i>, an online grade book that is currently being used in grades 6-8, will be expanded to include our elementary school in the 2014-15 school year. 	<p>3-5 Teachers (Engrade)</p>		<p>Parent Teacher Association</p> <p>School Leadership Team</p>
<ul style="list-style-type: none"> • ELL teachers will design training and host monthly ELA workshops and information sessions with parents of ELLs. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school. • ELL Teachers and Teachers of Students with Disabilities will design and host training workshops to provide information to parents. 	<p>Parents of English Language Learners</p> <p>Parents of Students with Disabilities</p>	<p>September 2014 – June 2015</p>	<p>School Administration</p> <p>Special Education Department</p> <p>ESL Teachers</p>
<ul style="list-style-type: none"> • The school will host family interactive nights in Fall 2014 and Spring 2015, in addition to our four regularly scheduled parent-teacher conferences, and create a parent resource library with user-friendly instructional materials and guides in languages other than English. • School records indicate that high parent turnout occurs when there is a specific focus for the evening (i.e., “Celebrating Student Excellence,” “Honor Roll Night,” “Family Interactive Night,” and “Celebrating Student Achievement”). To increase parent attendance at the spring Parent Teacher Conference, we will determine a specific focus for the evening, in addition to providing a workshop/professional development to accompany the focus. • The school will create and distribute a parent handbook that is translated in all the dominant languages. 	<p>All parents</p>	<p>September 2014 – June 2015</p>	<p>Parent Coordinator</p> <p>School Leadership Team</p> <p>Parent Teacher Association</p>
<ul style="list-style-type: none"> • Tuesday Parent Engagement (2:30 pm – 3:10 pm) will be used as an open forum for parents to meet with teachers and school administration. • Teachers will be required to submit a log of their activities to their immediate supervisor for review. This information will be assessed to determine if the time is being used as effectively as possible to reach out to parents. 	<p>All parents and teachers</p>	<p>September 2014 – June 2015</p>	<p>Assistant Principals</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • The Tuesday after school Parent Engagement block (2:30 pm – 3:10pm) will be utilized as a forum for teachers to provide all forms of parent communication. • Appropriate teacher training for the use of <i>Engrade</i>, the online grade book, will be provided to teachers in grades 3 through 5. • Regularly scheduled meetings with parent-coordinator, PTA members, and staff members will be used as a forum to devise activities to increase parent involvement.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
16. Specify a timeframe for mid-point progress monitoring activities.

Benchmark: Parent Attendance at Curriculum Conferences and Parent Teacher Conferences (September 2014, November 2014)

Parent attendance data will be analyzed to determine how many students have one or more parent/guardian attending these events.

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Part 6b. Complete in **February 2015.**

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

- Despite increasing the number of parent workshops and evening events, our attendance at Parent Teacher Conferences has not improved significantly from the prior school year.
- To address this concern, The SEEALL Academy will do the following:
 - School records indicate that high parent turnout occurs when there is a specific focus for the evening (i.e., “Celebrating Student Excellence,” “Honor Roll Night,” “Family Interactive Night,” and “Celebrating Student Achievement”). To increase parent attendance at the spring Parent Teacher Conference, we will determine a specific focus for the evening, in addition to providing a workshop/professional development to accompany the focus.
 - During the Tuesday Parent Engagement block, teachers will be required to submit a log of their activities to their immediate supervisor for review. This information will be assessed to determine if the time is being used as effectively as possible to reach out to parents.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> -Students who have received 2.20 or lower on previous year’s ELA exam -Students who have dropped a significant amount on previous year’s ELA exam (.75 or more) -Students failing literacy, or at risk of failing (Level 1 and/or below 65%) 	<ul style="list-style-type: none"> -“Extra Help” Program -Strategies for Success Afterschool Program -Study Skills -Reading and Writing Strategies -Repeated Readings -Graphic organizers -Checklists/Rubrics -Charts, diagrams, and tables -Picture walks -Reading Street Leveled Readers -My Sidewalks RTI Program -Novel Studies -“Code X” literacy program -“Ready NY CCLS” literacy program -“Crosswalk Coach for the Common Core State Standards” resource -Teacher’s College Reading and Writing Project (TCRWP) -Running Records 	<ul style="list-style-type: none"> -Small group -One-to-one -Push-in/Pull-out - Direct Instruction 	<ul style="list-style-type: none"> -During the school day (Extra Help) -Strategies for Success Wednesday and Thursday Afterschool Program
Mathematics	<ul style="list-style-type: none"> -Students who have received 2.20 or lower on previous year’s Mathematics exam -Students who have dropped a significant amount on previous 	<ul style="list-style-type: none"> -“Extra Help” Program -Strategies for Success Afterschool Program -Manipulatives -Number lines and number charts -Checklists/Rubrics 	<ul style="list-style-type: none"> -Small group -One-to-one -Push-in/Pull-out - Direct Instruction 	<ul style="list-style-type: none"> -During the school day (Extra Help) -Strategies for Success Wednesday and Thursday Afterschool Program

	<p>year's math exam (.75 or more)</p> <p>-Students failing mathematics, or at risk of failing (Level 1 and/or below 65%)</p>	<p>-“Ready NY CCLS” mathematics program</p> <p>-Envision Mathematics Program(re-teach/re-visit component)</p> <p>-“Zeroes Are Not Permitted” (ZAP) Program</p> <p>-“Crosswalk Coach for the Common Core State Standards” math resource</p>		
Science	<p>Students failing science, or at risk of failing (Level 1 and/or below 65%)</p>	<p>-“Extra Help” Program Reading</p> <p>-Extended Day Science Regents Program</p> <p>-Reading and Writing in Science</p>	<p>-Small group</p> <p>-Push-in/Pull-out</p> <p>-Direct Instruction</p>	<p>-During the school day (Extra Help)</p> <p>-Regents Afterschool Program</p>
Social Studies	<p>Students failing social studies, or at risk of failing (Level 1 and/or below 65%)</p>	<p>-“Extra Help” Program</p> <p>-Time for Kids</p> <p>-Scholastic News</p> <p>-Current Events Study</p> <p>-Reading and Writing in Social Studies</p>	<p>-Small group</p> <p>-Push-in/Pull-out -</p> <p>Direct Instruction</p>	<p>During the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>As needed based on teacher/parent recommendations</p>	<p>-Counseling</p> <p>-Social Worker</p> <p>-Speech Teacher</p> <p>-Occupational Therapy</p> <p>-Special Education Teacher Support Services (SETSS)</p>	<p>-Small group</p> <p>-One-to-One</p> <p>-Classroom visits</p>	<p>During the school day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- 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.
- PS/ IS 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.

2b. 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).

- 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- Common Core Units of Study in Literacy and Mathematics for Pre-Kindergarten students
- Curriculum Conferences hosted in September and May for all Pre-Kindergarten parents
- Regular parent involvement activities/workshops hosted by Pre-Kindergarten teachers
- Monthly Title I Parent Workshops
- Parent Coordinator distributing information and hosting informational sessions regarding Kindergarten applications
- Use of Work Sampling System to track student progress in Pre-Kindergarten

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- The following teams were created in September 2014, and meet monthly thereafter: Instructional Team, Testing Team, Cabinet, Measures of Student Learning (MOSL) Committee, RTI Team, Professional Development Committee
- Monthly grade/department meeting agendas will include monitoring student progress through the use of assessment (Running Records, baseline, benchmarks, mocks, midterm, etc.) results.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$867,867	X	11, 14, 17, 19, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$37,596	X	
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$32,080	X	
Tax Levy (FSF)	Local	\$6,369,879	X	11, 14, 17, 19, 21

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds

used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/IS 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 the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS/IS 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 instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: SEEALL Academy	DBN: 20K180
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 8
of content area teachers: 0

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 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. Additionally, academic research on the topic indicates that, "on balance, participation in afterschool, summer learning and other community based programs has been associated with improved academic achievement and improved linguistic and social development of ELL's (Tellez & Waxman, 2010; Hirsch, 2011).

The Title III ESL Afterschool Program will be available to all current ESL students in grades 1-8 and students identified as at risk based on their ELA/Math scores, classroom assessments and running record reading levels. Priority will be placed on our newly arrived ELLs in the intermediate school as they are 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, Wednesdays and Thursdays, 2:40pm-4pm. The program will run from October 8, 2014 until April 2, 2015, excluding school holidays.

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

The Title III ESL Afterschool Program will employ 8 New York State lisenced ESL Teachers who have a proven record of effectively instructing ELL students in 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 utilizes a content-area focused, academically rigorous approach based on the

Part B: Direct Instruction Supplemental Program Information

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 (ie: AMAO Estimator Tool) 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 process is built in at every level of instruction, from diagnostic to book post-test and throughout each unit.

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 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, eBooks, and posters. Both fiction and non-fiction 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.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All staff members are encouraged to attend workshops regularly and turnkey to all other staff members at monthly faculty meetings, weekly department meetings, internal professional development sessions during extended days, and on staff development days. In support of staff development, regular "lunch and learns" are held to introduce or continue to develop teaching strategies for ELLs. Professional development opportunities will be offered to the ESL department from the OELL to be turnkeyed to content-area teachers. Workshops highlighting implementation of

Part C: Professional Development

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. Guidance Counselors will review the special socioemotional supports that we as a school can provide them. Workshops provided that meet the necessary criteria will provide training certificates that will apply toward Jose P training certification. Additionally, one ESL staff member will be sent to the Center for Applied Linguistics (CAL) three-day institute at FDR High School on December 16, 17 and 18, 2014. The chosen staff member will turn-key to the ESL Department staff, who will subsequently turn-key to the entire staff.

2014-2015 Proposed Professional Development Workshops

Differentiating Instruction for ELLs	November 2014
ELLs and the ELA Test	December 2014
Strategies for ELLs across the Content Areas/CAL Strategies	January 2015
Assessment Strategies for ELLs	February 2015
SIOP Component Enrichment	March 2015
Response to Intervention for ELLs	April 2015

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be invited to attend specialized workshops for parents of English Language Learners. Topics to be covered during these workshops include but are not limited to:

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?

Part D: Parental Engagement Activities

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: \$0

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	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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

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

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.

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

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

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

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

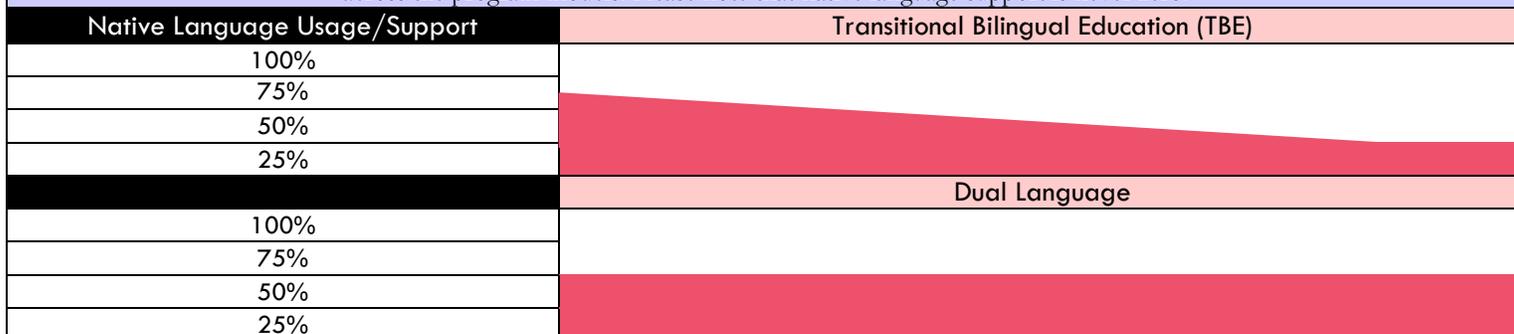
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 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		
Anthony 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.