

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K180

School Name:

THE SEEALL ACADEMY

Principal:

GARY WILLIAMS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The SEEALL Academy School Number (DBN): 20K180
Pre-K – 8
Grades Served: _____
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
Lynette Azar
UFT Chapter Leader: Teresa Gulinello-Mansell
Parents' Association President: Lynette Azar
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street
Superintendent's Email Address: kcostan@schools.nyc.gov
Phone Number: 718-759-4908 Fax: 718-759-4908

Borough Field Support Center (BFSC)

BFSC: District 20 Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 718-759-4908 Fax: 718-759-4908

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gary Williams	*Principal or Designee	
Lynette Azar	*UFT Chapter Leader or Designee	
Teresa Gulinello-Mansell	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Begie Zeqa	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Eileen Egan	Member/Parent	
Ana Marie Raimondi	Member/Parent	
Albina Mazzaferro	Member/Parent	
Christine Norflus	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fahima Akther Haque	Member/Parent	
Shabera Sultana	Member/Parent	
Kelly Doyle	Member/Parent	
Jennifer Pakulniewicz	Member/Teacher	
Monique Wallace	Member/Teacher	
Alan Moskowitz	Member/Teacher	
Linda Eskenazi	Member/Teacher	
Stacy Calderon	Member/Teacher	
Patrick Craig	Member/Paraprofessional	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

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.

In the 2015-16 school year, The SEEALL Academy has vastly expanded our collaboration with community organizations. A partnership with the Federation of Italian American Organization (FIAO) and Brienza Academic Advantage will provide instructional and enrichment afterschool programs. Through the Chess in the Schools program, third and sixth graders will be provided with weekly chess instruction, and a competitive team will be established to compete in tournaments throughout the city. A Science, Technology, Engineering, and Mathematics (STEM) afterschool program will be provided to second-grade English Language Learners (ELLs) through a partnership with the Department of English Language Learners and Student Support. In addition, a recent partnership with Dancing Classrooms will provide ballroom dancing enrichment to our fourth and fifth grade students.

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.

In addition, the 2015 Framework for Great Schools Report noted that the greatest area of need is in the component of "Strong Family-Community Ties," receiving an overall score of only 42%.

20K180 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1153	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	1	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	11	# Drama
# Foreign Language	19	# Dance	1	# CTE
School Composition (2013-14)				
% Title I Population	77.7%	% Attendance Rate		95.9%
% Free Lunch	79.4%	% Reduced Lunch		7.4%
% Limited English Proficient	23.5%	% Students with Disabilities		15.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		1.3%
% Hispanic or Latino	23.2%	% Asian or Native Hawaiian/Pacific Islander		43.4%
% White	31.0%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.22	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	38.9%	Mathematics Performance at levels 3 & 4		55.1%
Science Performance at levels 3 & 4 (4th Grade)	90.6%	Science Performance at levels 3 & 4 (8th Grade)		81.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
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- The percent of English Language Learners scoring a proficient level (three or four) on the 2015 New York State Mathematics Exam was 23.3%, dropping from 27.6% in the previous school year.
 - The results of the school’s 2013-14 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 past school years 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 area of focus, as cited from the school's 2014-15 Quality Review, was the extent to which the school develops "teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products."
 - 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.
 - New York State Commissioner's Regulations (CR) Part 154 has been amended in 2015 such that integrated English as a New Language (ENL) is now a mandated delivery model in which students receive core content area and English language development instruction from a dually certified teacher or two certified teachers.
 - 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

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

By June 2016, the number of English Language Learners (ELLs) scoring a proficient level (three or four) on the New York State Mathematics Exam will improve from 27 to 40, an increase of 11.2%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • English as a New Language (ENL) teachers and classroom/content-area teachers will have weekly common planning time built into their programs. During this time, they will update current curriculum maps to reflect supports and scaffolds for English Language Learners (ELLs), with a specific focus on mathematics instruction. • A partnership with the Department of English Language Learners and Student Support will provide an afterschool Science, Technology, Engineering, and Mathematics (STEM) program for second-grade ELLs, along with appropriate Professional Learning Opportunities (PLOs) for participating teachers. • 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. • Science, Technology, Engineering, Arts and Mathematics (STEAM) education will be implemented as part of regular classroom instruction as well as afterschool activities and enrichment, through a partnership with the Federation of Italian-American Organization for students in grades six through eight. • The school will host a STEAM Fair in Spring 2016, to showcase project-based learning • March will be designated "March Math Madness" month, with activities designed to promote student enthusiasm and understanding in the area of mathematics. 	<p>English Language Learners</p> <p>Former English Language Learners</p> <p>Second-Grade English Language Learners</p> <p>Grade 6-8 Students</p>	<p>September 2014 through June 2017</p>	<p>Instructional Assistant Principals</p> <p>Instructional Coaches</p> <p>ENL Teachers</p> <p>Content-Area 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 	<p>English Language Learners</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principals</p>

<p>learning will be differentiated to meet the needs of all students, including Students with Disabilities and ELLs.</p> <ul style="list-style-type: none"> Special education teachers and English as a Second Language (ESL) teachers will utilize Tuesday afterschool time allotted for “Professional Responsibilities” to collaborate, modify curriculum, and create appropriate scaffolds for students in all subgroups. 	<p>Students with Disabilities</p> <p>Students in the Lowest Third</p>		<p>Special Education Department</p> <p>ENL Teachers</p>
<ul style="list-style-type: none"> The school will host family interactive nights in Fall 2015 and Spring 2016, in addition to our four regularly scheduled parent-teacher conferences. Parent and student orientation for incoming Pre-Kindergarten, Kindergarten, and sixth grade students will be held in the summer and fall prior to the school year. Expectations and program requirements will be discussed. The School Leadership Team and Parent Teacher Association will be invited to partake in preparation, planning, and implementation of the school’s STEM Fair. In conjunction with the Title I Parent Committee, the SEEALL Academy will dedicate the Parent Engagement Blocks in March to parent/child mathematics homework help. 	All parents	June 2015 – June 2016	<p>Parent Coordinator</p> <p>School Leadership Team</p> <p>Parent Teacher Association</p> <p>Title I Parent Committee</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. 	All teachers	September 2015 – June 2016	Content area teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Common planning time for literacy and social studies teachers New York City English Language Learner Policy and Reference Guide 2015-16 Summer planning for implementation of New York State Commissioner's Regulation (CR) Part 154 STEM-related Professional Learning Opportunities Use of Monday Professional Development time (2:30 pm – 3:50 pm) to provide learning opportunities for ENL and content-area teachers to collaborate FIAO/Brienza academic and enrichment afterschool program for students in grades three through eight 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

Benchmark: Portfolio Analysis (January 2016)

A sampling of student portfolios in all grades will be collected and analyzed to determine if instruction across content areas 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - In the 2013-14 school year, PS/IS 180 The SEEALL Academy implemented a theme of “Unity” to promote Respect for All. In the 2014-15 school year, “Teamwork” was the heart of all Respect for All activities. For the 2015-16 school year, the student government, under the direction of the guidance counselors, has established a central theme of "Respect."
 - 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.” Also, 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

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

By June 2016, the results of the New York City School Survey Report, in the areas of bullying and order and discipline, will improve by 5%, with at least 31% of students reporting that bullying occurs "none of the time" (up from 26%).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • “Teamwork Day” will be implemented and facilitated by guidance counselors in October 2015. • 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. • 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. • Under the direction of the guidance counselors, students will orchestrate a school-wide art project geared towards teamwork and respect that will be displayed prominently throughout the building. 	<p>All students</p>	<p>Ongoing throughout the school year</p>	<p>Assistant Principal for Safety and Discipline</p> <p>Guidance Counselors</p> <p>Deans</p> <p>Grade Leaders/ Department Heads</p> <p>Student Leadership Team</p> <p>ARISTA/ARCHON Societies</p>
<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 2016. 	<p>English Language Learners</p> <p>Students with Disabilities</p>	<p>September 2015 – June 2016</p> <p>February 2015</p>	<p>Assistant Principals</p> <p>Guidance Counselors</p> <p>Dean</p> <p>Technology Teachers</p>
<ul style="list-style-type: none"> • In December 2015, the parent coordinator will host an International Dessert Day, where parents are invited to bring in food reflective of their diverse cultures. 	<p>All parents</p>	<p>December 2015</p> <p>September 2015 – June 2016</p>	<p>Parent Coordinator</p> <p>Parent Teacher Association</p>

<ul style="list-style-type: none"> The PTA will collaborate in facilitating teamwork-related activities. The school will host family interactive nights in Fall 2015 and Spring 2016, in addition to our four regularly scheduled parent-teacher conferences. 			
<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 2015 – June 2016	Guidance Counselors Deans Grade Leaders/ Department Heads

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Guidance counselors, administration, and classroom teachers Guidance-created lesson plans and curriculum for teamwork-related activities and to encourage anti-bullying. Scheduling arrangements for guidance counselors to visit classrooms and provide anti-bullying lessons Gaining Reflective Outcomes With Total Harmony (GROWTH) Center 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><u>Benchmark: Tracking Disciplinary Data (January 2016)</u></p> <p>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.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - 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 ELA 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, all constituents at PS/IS 180 The SEEALL Academy recognize the need to work together with an ultimate goal of progress for lowest performing students through the Response to Intervention (RTI) instructional protocol model.

Part 2 – Annual Goal

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

By June 2016 the performance of the lowest performing students on the New York State Exams in English Language Arts (ELA) and Mathematics will improve from 298 to 374 students scoring a level three or four in ELA and from 387 to 461 scoring a level three or four in Mathematics, an increase of 10%, through the implementation of the Response to Intervention (RTI) instructional protocol model and the Schoolwide Steering Initiative.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Response to Intervention (RTI) is a multi-tiered problem solving approach that identifies general education students struggling in academic and behavioral areas early, and provides them with systematically applied strategies and targeted instruction at varied levels of intervention. • Reading Street baseline literacy assessments and Envision Mathematics baseline assessments are administered to students the first week of school to ensure that at-risk students are identified early in the school year. Teachers 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 2016. 	<p>Students in grades K through 5</p> <p>Early childhood Students</p> <p>Students in the Lowest Third</p> <p>Students with a low Growth Percentile on the 2015 State Exams</p>	<p>June 2015 – June 2016</p>	<p>Assistant Principal for Special Education</p> <p>Instructional Assistant Principals</p> <p>School-based RTI specialist</p> <p>K – 5 Teachers</p>

<ul style="list-style-type: none"> • A "Steering Committee" will be formed, with ten teachers targeting the lowest fifty students in grades four to eight through data inquiry and tracking progress. These teachers will also serve as mentors to these students. • 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 Teachers 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 2015 – June 2016</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 2015 and Spring 2016 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 interventions taking place at the school level. 	<p>Parents of students in Grades K – 5</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator</p> <p>Parent Teacher Association</p> <p>School-based RTI Team</p>
<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. 	<p>Parents and Teachers of students in K – 5</p>	<p>September 2015 – June 2016</p>	<p>Instructional Assistant Principal</p> <p>Special Education Assistant Principal</p> <p>K – 5 Teachers</p>

Part 4 – Budget and Resource Alignment

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

- Test Strategies and Test Sophistication afterschool test-preparation courses

- 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, and UFT Teacher’s Center staff for teachers in grades K through 5.

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

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

Part 5 – Progress Monitoring

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

Benchmark: Tier 1 intervention success (students not needing Tier 2) above 60% (December 2015)

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 2016)

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - 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 2013-14 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.”
 - The results of the 2014-15 Quality Review, however, noted an improvement in this area. The school was rated “well developed” in Quality Indicator 4.2 (“To what extent does the school engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?”)
 - 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 continue to nurture the professional growth of teachers and staff in regards to the Capacity Framework Element Effective School Leadership.

Part 2 – Annual Goal

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

By June 2016, 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 informal and formal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • A Measures of Student Learning (MOSL) Committee and Professional Development Committee will be created in June 2015. • School administrators will be provided with in-house training led by talent coaches. • 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 Professional Development block (2:30 pm – 3:50 pm) will be used for ongoing, differentiated professional development for teachers, beginning in June 2015, 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. 	<p>All teachers</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principals PD Committee</p>
<ul style="list-style-type: none"> • Inter-visitations and learning walks with instructional foci, such as the ICT model, and differentiation for SWDs and ELLs, will be scheduled across all grade levels. • Administrators and teacher teams will partake in the Showcase Schools initiative, visiting schools with proven success. 	<p>Teachers of Students with Disabilities English as a New Language Teachers</p>	<p>September 2015 – June 2016</p>	<p>School Administration Special Education Department ENL Teachers</p>
<ul style="list-style-type: none"> • Parents will be informed as to the intricacies of Advance and how the new system will impact their children through PTA meetings in the morning and evenings, at parent workshops, and at Community Education Council meetings. In some cases, students will be involved in additional assessments (i.e., NYC Baseline Assessments). • Parents will also be made aware of the fact that due to the increase in the number of observations each teacher is receiving, it is likely that students will notice 	<p>All parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator School Leadership Team Parent Teacher Association</p>

<p>an increased presence of administration in the classroom.</p> <ul style="list-style-type: none"> Correlations between the NYC School Survey, parent meeting feedback, and informal observation data will be analyzed to plan workshops for teachers and parents. 			
<ul style="list-style-type: none"> Teachers will open up their classrooms to colleagues, hosting inter-visitations and learning walks. Sessions for sharing best practices will be built into the Professional Development schedule throughout the school year. 	All teachers	September 2015 – June 2016	School Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Professional Development (PD) Committee Instructional Coaches The Danielson Framework for Teaching Data analysis tools on the Advance intranet page Monday Professional Learning time (2:30 pm - 3:50 pm) Tuesday Parent Engagement block (2:30 pm - 3:10 pm) Tuesday Professional Activities block (3:10 pm - 3:45 pm) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><u>Benchmark: Staff Survey (November 2015)</u></p> <p><u>Benchmark: Rating Analysis (February 2016)</u></p> <p>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 .</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - The 2015 Framework for Great Schools Report noted that the greatest area of need is in the component of “Strong Family-Community Ties,” receiving an overall score of only 42%.
 - In the 2013-14 and 2014-15 school years, PS/IS 180 The SEEALL Academy hosted annual Family Interactive Nights. These evenings served as a forum for providing parent workshops and informational sessions, especially regarding Special Education. In the 2015-16 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 and 2014-15 school years, 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

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

By June 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<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 interactive nights, two Parent/Teacher conferences, a curriculum conference, and a family night in May. • 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. • Engrade , an online grade book that is currently being used in grades 3-8, will be expanded to include Grades K - 2 in the 2015-16 school year. 	<p>All parents, Pre-K – 8 K-5 Teachers (Engrade)</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principals Parent Coordinator Parent Teacher Association 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 SWDs will design and host training workshops to provide information to parents. 	<p>Parents of English Language Learners Parents of Students with Disabilities</p>	<p>September 2015 – June 2016</p>	<p>School Administration Special Education Department ESL Teachers</p>
<ul style="list-style-type: none"> • The school will host family interactive nights in Fall 2015 and Spring 2016, 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 	<p>All parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator School Leadership Team Parent Teacher Association</p>

<p>workshop/professional development to accompany the focus.</p> <ul style="list-style-type: none"> The school will create and distribute a parent handbook that is translated in multiple languages. 			
<ul style="list-style-type: none"> The Tuesday Parent Engagement Block (2:30 pm – 3:10 pm) will be restructured to include a menu of options for parents and teachers. The School Leadership Team will create a “Parent Engagement Subcommittee” to design a schedule of workshops for parents throughout the year based on needs and interests. Based on preliminary feedback, some of these workshops might include: Getting to Know You, Tune Up Tuesdays, How to Help Your Child with Homework, CPR, Mommy and Me Art Lessons, Delve into the Common Core 	All parents and teachers	September 2015 – June 2016	Assistant Principals School Leadership Team Teacher Teams

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<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 facilitate all forms of parent communication (electronically, phone conferences, meetings, etc.) Appropriate teacher training for the use of Engrade , 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Benchmark: Parent Attendance at Curriculum Conferences and Parent Teacher Conferences (September 2015, November 2015)
Parent attendance data will be analyzed to determine how many students have one or more parent/guardian attending these events.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> -Students who have received 2.20 or lower on previous year’s ELA exam -Recommendations from Response to Intervention (RTI) team and Pupil Personnel Team (PPT) -Teacher and/or parent recommendations -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 	<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 -Brienza Academic Advantage Afterschool Program -Saturday Academy

		<p>State Standards” resource</p> <p>-Teacher’s College Reading and Writing Project (TCRWP) Running Records</p>		
Mathematics	<p>-Students who have received 2.20 or lower on previous year’s Mathematics exam</p> <p>-Recommendations from Response to Intervention (RTI) team and Pupil Personnel Team (PPT)</p> <p>-Teacher and/or parent recommendations</p> <p>-Students who have dropped a significant amount on previous 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>-“Extra Help” Program</p> <p>-Strategies for Success Afterschool Program</p> <p>-Manipulatives</p> <p>-Number lines and number charts</p> <p>-Checklists/Rubrics</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>	<p>-Small group</p> <p>-One-to-one</p> <p>-Push-in/Pull-out - Direct Instruction</p>	<p>-During the school day (Extra Help)</p> <p>-Strategies for Success Wednesday and Thursday Afterschool Program</p> <p>-Brienza Academic Advantage Afterschool Program</p> <p>-Saturday Academy</p>
Science	<p>-Students failing science, or at risk of failing (Level 1 and/or below 65%)</p> <p>-Recommendations from Response to Intervention (RTI) team and Pupil Personnel Team (PPT)</p>	<p>-“Extra Help” Program</p> <p>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> <p>-Brienza Academic Advantage</p>

	-Teacher and/or parent recommendations			
Social Studies	-Students failing social studies, or at risk of failing (Level 1 and/or below 65%) -Recommendations from Response to Intervention (RTI) team and Pupil Personnel Team (PPT) -Teacher and/or parent recommendations	-“Extra Help” Program -Time for Kids -Scholastic News -Current Events Study -Reading and Writing in Social Studies	-Small group -Push-in/Pull-out -Direct Instruction	-During the school day -Brienza Academic Advantage
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed based on teacher, parent, RTI, and/or PPT recommendations	-Counseling -Social Worker -Speech Teacher -Occupational Therapy -Special Education Teacher Support Services (SETSS)	-Small group -One-to-One -Classroom visits	-During the school day -Brienza Academic Advantage

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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. • School leaders attend hiring fairs to identify and recruit highly qualified teachers. • The pupil personnel secretary will work closely with the Department of Education Human Resources to ensure that non-HQT meet all required documentation. • The United Federation of Teachers (UFT) representative will work closely with non-HQT to ensure appropriate coursework and documentation is being obtained to be on track for appropriate certification. • Non-HQT will be provided with differentiated professional learning opportunities focused around the content-areas and grade levels they are teaching. • 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Individualized needs assessment for all teachers will generate professional development workshops that improve teaching practices. • School leaders and instructional coaches 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 Sheltered Instruction Observation Protocol (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 leaders 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 Pre-K - 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 Borough Field Support Center (BFSC) 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
- Implementation of the Building Blocks mathematics curriculum, along with appropriate PLOs for school leaders, and Pre-K teachers and paraprofessionals.
- Regular parent involvement activities/workshops hosted by Pre-Kindergarten teachers
- Monthly Title I Parent Workshops
- Parent Coordinator will host informational sessions regarding Kindergarten applications
- Use of Work Sampling System to track student progress in Pre-Kindergarten
- Support from Pre-Kindergarten Instructional Coaches and Building Blocks Coach

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 are created in September 2015, and meet monthly thereafter: Instructional Team, Testing Team, Cabinet, Measures of Student Learning (MOSL) Committee, RTI Team, PPT, 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	865,628.00	x	13, 15, 19, 21, 25
Title II, Part A	Federal	37,881.00	x	13, 19, 25
Title III, Part A	Federal	31,152.00	x	13, 25
Title III, Immigrant	Federal	0	n/a	n/a
Tax Levy (FSF)	Local	6,941,656.00	x	13, 15, 19, 21, 25

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy

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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>8</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 deficits 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 lisened 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 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 predicitions, 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

Part B: Direct Instruction Supplemental Program Information

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 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

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

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

Part D: Parental Engagement Activities

- 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?

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	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Gary M. Williams	Assistant Principal Angela Panetta
Coach Kathryn Gold	Coach Alan Moskowitz
ENL (English as a New Language)/Bilingual Teacher Matias Wolkowicz	School Counselor R. Sciacca
Teacher/Subject Area Chris Gaffney, 4th grade	Parent Theresa Mansell
Teacher/Subject Area Amy Byrnes, 7th grade	Parent Coordinator Debbie Ragonese
Related-Service Provider Rachel Gonzalez	Borough Field Support Center Staff Member type here
Superintendent Karina Costantino	Other (Name and Title) Bobby Moy, Data Specialist

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1139	Total number of ELLs	271	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
-----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	271	Newcomers (ELLs receiving service 0-3 years)	225	ELL Students with Disabilities	19
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	40	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	225	0	17	40	0	2	6	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	15	6	5	5	6	4	3	0	0	0	0	0	0
Chinese	12	26	15	13	2	8	14	6	5	0	0	0	0	0
Russian	9	7	9	7	8	3	3	1	2	0	0	0	0	0
Bengali	2	0	3	1	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	1	0	0	1	0	2	0	0	0	0	0
Arabic	1	0	3	0	0	1	0	2	0	0	0	0	0	0
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	1	0	1	0	0	0	0	1	0	0	0	0	0
Albanian	1	1	0	0	0	0	1	1	0	0	0	0	0	0
Other	7	3	3	6	4	0	1	1	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	17	8	9	5	5	2	1	5	0	0	0	0	0	0
Emerging (Low Intermediate)	9	13	6	2	2	1	1	2	1	0	0	0	0	0
Transitioning (High Intermediate)	12	10	9	3	2	1	2	0	2	0	0	0	0	0
Expanding (Advanced)	21	26	24	12	14	10	13	8	6	0	0	0	0	0
Commanding (Proficient)	11	6	4	17	7	8	6	5	4	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	1	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	11	6	5	21	11	13	22	17	17	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	9	0	0	0
4	10	1	0	0	0
5	12	2	0	0	0
6	11	2	0	0	0
7	9	0	0	0	0
8	4	0	0	0	0
NYSAA	0	0	1	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	10	0	9	0	1	0	0	0	0
4	9	0	2	0	0	0	0	0	0
5	11	0	2	0	3	0	1	0	0
6	7	0	6	0	1	0	0	0	0
7	4	0	4	0	1	0	0	0	0
8	1	0	4	0	1	0	0	0	0
NYSAA	0	0	0	0	1	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	0	2	0	0	0	0	0	0
8	5	0	1	0	2	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	1	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 NYC Performance Assessments, running records, portfolios of student work, Interim Assessments and ITA Predictives are used to assess the literacy skills of our ELLs.

 The data gathered and analyzed through student work, class tests, and state assessments is used to evaluate the development of ELLs over several years. All teachers are provided NYSITELL and NYSESLAT results for three years, ELA and Math results for each student. ESL teachers consult with content-area teachers to review NYSESLAT scores as broken down by modality. The resulting data is used to direct instruction for the students as a group and as individuals (reference Part V Assessment analysis for details). NYSESLAT and ELA results led to the revamping of the ENL Department's program CALLA model of language acquisition. Below grade level response rates of the majority of ELLs highlighted the need for more specific and rigorous content-area support for ELL students. Current data shows reveals that our ELLs require greater support in reading and writing, although many have shown progress in the listening and speaking sections of the exam. Advanced students remain the majority of our long-term ELLs and often miss scoring out by a small margin of points on the writing section. The higher the requirement for higher academic language, the lower the score for the ELL students as shown by the Math and Science scores for ELLs. For these reasons, the Instructional Assistant Principal, members of the ESL Department, grade and department leaders have agreed to collaborate with the ESL Department to align core curriculum in support of ELL academic development.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The ENL Department inquiry into ELL progress across proficiency levels has revealed a need to target reading and writing skills in the upper elementary and intermediate school. Trends suggest that as ELLs transition from elementary into intermediate school, they have a difficult time with reading and writing across the content-areas. As a result, the ENL Department has instituted an integrated/stand-alone model for ELLs who are struggling with reading and writing at the intermediate school level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use past exam's results and the AMAO tool to make informed decisions and measure student progress. We do this by allowing the AMAO Tool to identify those at-risk ELL students. The AMAO tool also allows us to predict which ELL students are in danger of becoming at-risk. Those students who are flagged "at-risk" by the AMAO tool are offered supplemental services such as our Title III Afterschool program.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Newcomer ELLs who are eligible to take the state exams are offered the choice of taking the exam in their heritage language. This accomodation assists when the student has only a few months in the US and has been deemed proficient in their heritage language. This accomodation helps mainstream newcomer ELLs into English language state assessments. Heritage languages are used as a support through dictionaries and content-area glossaries. We do not utilize the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The ENL Department in conjunction with the Social 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 the student has been in the US over two years. Even if at-risk students have been here over two years, referral is not begun until a proper RTI framework interventions have been attempted and documented. The RTI framework consists of three tiers providing increasingly intensive, targeted instruction designed to match the student's learning needs, as shown by their performance on periodically administered assessments. Common interventions include Tier I which consists of rigorous and evidence-based curriculum which includes English language development for ELLs within their classroom. Tier II consists of extra activities targeted to specific students in addition to core instruction. Tier III is characterized by intensive individual attention to a small group or 1:1 instruction.

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

A 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.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

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).

Numerous measures address our evaluation of the success of our programs for ELLs. ELL progress on the NYSESLAT, ELA and Math state exams, where applicable, and other state exams are reviewed year-to-year. A more holistic picture is achieved when reviewing the previous year's AYP.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

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

Home Language Identification Survey is administered to new NYS admits as well as those who have not been in a NYS public school for two or more years. Parents/guardians are given the Home Language Survey (in translation if necessary) to fill out immediately with the assistance of an ENL pedagogue present. While the parent is completing the HLIS, a trained pedagogue from the ENL Department is called to the office to conduct the informal interview with the parent(s) and/or student. The ENL Department currently consists of Mrs. Azar, Mr. Danisi, Ms. Pakulniewicz, Mr. Amato, Mr. Gaffney, Ms. Arteaga and Mr. Wolkowicz all of whom are all certified ENL teachers and are speakers of Languages other than English and experienced in identifying potential ELLs. A member from the ENL Department speaks with the parent(s) and students as part of a detailed informal oral interview. For the heritage language interviews in languages the ENL team members do not speak, other heritage 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. The

interview with the student and parent is always conducted in the language of preference. If a student is determined to be a potential ELL as determined by the answers given on the Home Language Survey and the Parent/student interview(s), the NYSITELL exam is administered within the first ten days of their first attendance by a trained ENL Department member. Those students who score below proficiency level on the NYSITELL are then flagged by the ENL Department as eligible for ENL services. Spanish speakers who score below proficiency level are also given the Spanish LAB by Mr. Wolkowicz, a certified ENL 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 ENL 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, NYSITELL, ELA results as well as classwork and teacher-created assessments to create an overall data-driven view of students.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE status is determined within 30 days of enrollment utilizing the Oral Interview Questionnaire available in 12 high occurrence languages and literacy in the heritage language will be determined using the Literacy Evaluation for Newcomer SIFE (LENS). Once a SIFE student scores at transitioning/intermediate level on the NYSESLAT, SIFE status is removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEPs will have their case reviewed by the Language Proficiency Team (LPT) to determine if they have language acquisition needs and should be administered the NYSITELL. The Language Proficiency Team will consist of an Assistant Principal of Instruction, an Assistant Principal of Special Education, the ENL Coordinator, one ENL teacher, one Special Education teacher (both having experience teaching that incoming students' grade level) and the student's parent/guardians. The LPT's recommendation needs to be accepted or rejected within 20 days. ELL service placement must occur within 10 days of initial enrollment.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL is scanned and the score is determined, the ENL Department drafts entitlement and non-entitlement letters based on the NYSITELL score. These letters are divulged in English and in the language of preference. The originals are sent to the parents/guardians while a copy is filed with the ENL Department. The letters are sent out within the five school day timeframe to ensure timely notification of ELL status.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are notified in writing that they have the right to appeal ELL status within 45 days of enrollment. This information will be provided in the entitlement/non-entitlement letters both in English and in the language of preference. Additionally, this information is relayed during the identification interview conducted at initial registration and during the ENL Orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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 ENL 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 ENL 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 is played for Parents in the language of their choice (updated video from the DOE website is streamed). After which, the three available program choices are discussed at length with all parents. The trained pedagogues of the ENL Department assist parents in their choice of language program for their child. Bilingual program is the default placement when Parent Surveys are not returned.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
In order to ensure that parents return the Parent Survey and Program Selection forms in a timely manner, we require that parents who attend the ENL Parent Orientation make a selection during the meeting. For those parents who come in for a one on one meeting during other times, the parents are asked to make a selection after they view the video.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. For Parent Survey and Program Selection forms that have not been completed and returned, the school routinely makes phone calls encouraging the return of these forms as well as scheduling one on one meeting with parents in order to complete these forms. This paperwork is handled by the ENL Coordinator, Mr. Wolkowicz.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notifications are sent out at the beginning of the year immediately following the NYSITELL testing window. They are sent home with the students. They are also sent out continually, as students enter the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). HLIS are placed in the student's cumulative folder. Copies of entitlement/non-entitlement letters are kept on file in the ENL Department. The ENL Coordinator, Mr. Wolkowicz, is responsible for the maintenance of these records.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL Department works with the Testing Department to ensure that all eligible students are administered the NYSESLAT each year. Both the Testing Department and the ENL Department generate lists of eligible students. The ATS reports RELC and RLER are used to generate these lists. These lists are cross checked to ensure that all eligible students are given this exam. We ensure that all modalities are tested by setting aside three days to administer the Writing, Reading and Listening components. Speaking is administered during a month long testing window. We also schedule the NYSESLAT early enough within the testing window in order to allow for make-up exams for students who were not present during the three days of testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once scores for the preceding spring's NYSESLAT are received in early September, entitlement and transitional support letters are distributed to parents by the ENL Department.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parent choice is the sole factor in determining the language program for students. The majority of parents historically choose ENL. Parents are informed that if 20 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 ENL Department maintains the necessary records, primarily the completed Parent Selection Forms to determine the necessity of informing parents of the possibility of a Bilingual class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

We provide freestanding English as a New Language (ENL) stand-alone program model and integrated model for our ELLs. Regarding instructional units of ENL, as required under CR Part 154, entering and emerging level ELLs receive 360 minutes of ENL instruction per week, 180 minutes being stand-alone ENL and 180 minutes being integrated ENL. Transitioning and expanding level students receive 180 minutes of ENL instruction per week in an integrated ENL setting. Commanding students receive 90 minutes of integrated ENL for two years after they achieve commanding. The students are assessed in detail according to their NYSESLAT scores by modality, NYSITELL, ELA and classwork for grouping. The entering and emerging students are placed in relatively homogeneous groups, as are the transitioning and expanding students. 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 1st grade ENL self-contained class and one 4th grade ENL self-contained class.

- b. TBE program. *If applicable.*

n/a

- c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL 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 his 9 years of classroom experience as a 3rd grade teacher to prepare students for the rigorous needs of testing, as well as his background in ESL and Bilingual education, to support their English language acquisition, native language 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 ENL class, not focused on content-area instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 ENL 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. Heritage language support comes in the bilingual library housed in the ENL Classroom available to all our ELLs. We also provide heritage language dictionaries and glossaries to many of our ELLs.

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 home 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. Non SWD students who are ELLs will be screened by screeners in their home language where necessary.

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 through teacher created assessments, Keystone and Cornerstone assessments, as well as making sure all eligible students are administered the NYSESLAT in May.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE students are supported through both the newcomer strategies (see the below) and with the added support 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 ENL 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 ENL and mainstream classrooms. The ENL 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 ENL and Content-area pedagogues, PS/IS 180 decided to change the ENL 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 ENL 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 ENL program in Kindergarten and stay in the program for several years. Effort is made to ensure that the students do not remain in ENL longer than is necessary. Our school offers afterschool programs and Academic Intervention Services (AIS) for Developing/Long Term ELL 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 (Former ELLS) are also given additional support. The classroom and ENL teachers carefully monitor the students’ progress as they transition into the mainstream classroom. Students who score at the proficient level on the NYSESLAT continued to receive ENL services for two years after they score out. The classroom and ENL 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 ENL and content area teacher, if a student needs additional support or a need area is determined through assessment, the ENL teacher may include the student in ENL classes for supplemental assistance. All students are strongly encouraged to attend the Title III afterschool program.

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 ENL 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. ENL 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

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 ENL 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, ENL classes now include focused content-area dictionaries with workbooks to reinforce development of academic language.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been negatively affected by the determination. The principal will consult with the ENL Coordinator, the parent/guardian, and the student. If the principal, based on the recommendation of the ENL Coordinator and consultation with the parent/guardian believes that the student may have been negatively affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
ELL teachers use CornerStone and Keystone from Longman/Pearson to assist in providing access to academic areas and accelerate English language development. Teachers also use a variety of realia and manipulatives in order to provide adequate entry points for our ELLs/SWDs.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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. The ENL provider collaborates with the general education and the special education teacher in the ICT setting in order to ensure that ELLs who are also SWDs are working toward achieving their IEP goals.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

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

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

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



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

Chart

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

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

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

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

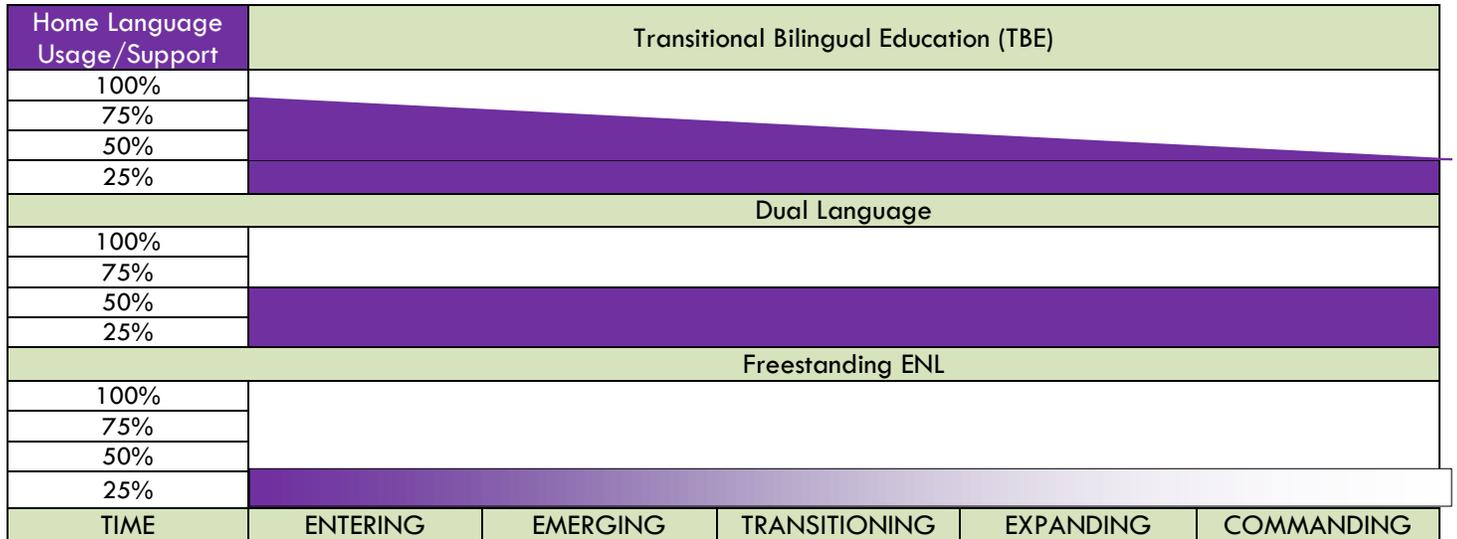


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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 ENL Afterschool Program: All ELLs and FELLs are eligible for the afterschool program
We use the data from the AMAO tool to help identify those ELLs that would benefit from these services.
11. 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. Teachers are made aware that they are teaching ELLs when the ENL provider articulates with them about their ELL students. Additionally, all teachers receive a list of all the ELLs in their classes at the beginning of the year.
12. What new programs or improvements will be considered for the upcoming school year?
- The ENL Department will seek to have a larger 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.
13. What programs/services for ELLs will be discontinued and why?
- We are currently not considering the discontinuation of any of our programs.
14. 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 each of our programs. Every ELL is eligible to attend our Title III afterschool program as well as any other program that targets at risk students. ELLs are invited by letter and fully participate in all at-risk programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Teachers routinely use dedicated ELL websites to supplement their lessons, as well as realia, manipulatives, and visuals accordingly. Teachers utilize Imagine Learning to support entering ELLs, websites such as BrainPop ESL and Starfall to help supplement ELL learning. Imagine Learning has a heritage language component at the beginning that helps bridge our new ELLs into the English language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- The ENL Department delivers native language support by providing heritage language dictionaries and glossaries in different content-areas. State assessments are available in LOTE for ELLs who could benefit from it. Our ENL classroom and library contain many bilingual books for our students to check-out.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- 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. Our Parent Coordinator, Ms. Debbie Ragonese routinely holds informational sessions for the parents/guardians of new ELLs. The ELL providers are involved if one of their student is a new ELL. Information about school events is divulged in languages other than English.
19. 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.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 ENL 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. Specialists in ELLs will hold workshops for content-area as well ENL 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. Additionally, Assistant Principals will hold workshops on new changes to ELL Policy and Procedures for school secretaries.

2015-2016 Proposed Professional Development Workshops

Strategies for helping your ELLs access the CCLS	November 2015
ELLs and the ELA Test	December 2015
Strategies for ELLs across the Content Areas	January 2016
Assessment Strategies for ELLs	February 2016
NYSESLAT Pre-Assessment and Intervention	March 2016
New ELL Policy and Procedures for School Secretaries	April 2016

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The above mentioned staff development plan also included teachers of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Strategies for helping ELLs transition into Middle School will be offered in April, 2016 to 5th grade teachers of ELLs. In collaboration with the guidance department, this workshop will help teachers of incoming 6th graders get their students ready both socially and academically for the change that middle school will bring to our ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ENL Coordinator at the school will collaborate with Administrators when they draft the following year's professional development calendar. The ENL Coordinator will assure that all teachers have the required 15% of total development hours for ELL-Specific professional development and that ENL teachers have 50% of total hours. Records will be stored with the ENL Department. Such records include, but are not limited to, agendas and attendance sign-in sheets.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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 ENL 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 ENL and computer classes. Also, workshops will be given by the ENL 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 heritage languages 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. All meetings have interpreters available and where an interpreter of one language is unavailable, we utilize the translation hotline to assist in divulging the information in a LOTE.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement begins with the ENL Parent Orientation in October. All school activities such as PTA meetings, concerts, functions and informational meetings are open to our ELL parents and encouragement is fomented through the use of heritage language interpreters available at all our school-wide meetings. Our Parent Coordinator, Ms. Debbie Ragonese helps coordinate these events along with the ENL Coordinator and Department.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with several local CBOs that provide needed interpreters and translators for our meetings. We collaborate with the Chinese-American Association of Brooklyn to help us reach out to our large Chinese-American population.
5. How do you evaluate the needs of the parents? The needs of our parents are carefully considered by our Parent Coordinator who routinely shares those concerns with the ENL Department and Administration. Translation services are always available in the form of interpreting school staff or the translation hotline.
6. How do your parental involvement activities address the needs of the parents? All our parent involvement activities address parents' academic and social concerns in regards to their children's education. The ENL Department assures that language is not an obstacle for parents wishing to receive information from the school. The Parent Coordinator routinely assists in all parent involvement activities.

D. Additional Information

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

School Name: **The SEEALL Academy**

School DBN: **20K180**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary M. Williams	Principal		11/24/15
Angela Panetta	Assistant Principal		11/24/15
Debbie Ragonese	Parent Coordinator		11/24/15
Matias Wolkowicz	ENL/Bilingual Teacher		11/24/15
Theresa Mansell	Parent		11/24/15
Chris Gaffney	Teacher/Subject Area		11/24/15
Amy Byrnes	Teacher/Subject Area		11/24/15
Alan Moskowitz	Coach		11/24/15
Stacy Calderon	Coach		11/24/15
Rosemary Sciacca	School Counselor		11/24/15
Karina Costantino	Superintendent		11/24/15
	Borough Field Support Center Staff Member _____		11/24/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K180** School Name: **The SEEALL Academy**
Superintendent: **K. Constantino**

Before you begin, please check the following:

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

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

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

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

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

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

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

Russian, Chinese, Spanish, Bengali, Urdu, Arabic, Polish, Albanian, Uzbek, Tajik

Part B: Creating a Communications Calendar

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

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

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

Formal face to face meetings at the school will include, but are not limited to, Parent Teacher Conferences (4 per year), Open School Night (elementary school), Curriculum Night (intermediate school), and Family Night (Special education). Possible informal interactions include ELL teachers and teachers of ELLs calls to parents throughout the year.

Part C: Providing Language Assistance Services

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

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

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

Interpretation services will be provided first by available in-house school staff who speak the necessary language. This will be followed by over-the-phone interpreters via the Translation and Interpretation Unit. Finally, on-site interpreters will be provided by an outside vendor, as needed.

Part D: Training Staff on Policies and Procedures

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

The school's Parent Coordinator, in conjunction with the ENL Department will conduct workshops detailing how translation services and over-the-phone interpretation services may be accessed by all school staff.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The 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.

Part F: Monitoring and Quality Control

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

The school will gather feedback from parents on the quality and availability of services by distributing a survey at the end of the year asking parents to assess their experience. Analysis of these surveys will shed light on successes and possible drawbacks that the school will be able to address.