



SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 08X448

ADDRESS: 885 BOLTON AVE BRONX, NY 10473

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08x448 **SCHOOL NAME:** Soundview Academy for Culture & Scholarship

SCHOOL ADDRESS: 885 Bolton Ave Bronx, NY 10473

SCHOOL TELEPHONE: (718) 991.4027 **FAX:** (718) 991.4807

SCHOOL CONTACT PERSON: William Frackelton **EMAIL ADDRESS:** wfrack@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dania Diaz

PRINCIPAL: William Frackelton

UFT CHAPTER LEADER: Dayna Navaro

PARENTS' ASSOCIATION PRESIDENT: Shirley Sanchez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** 532

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: Tim Behr

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
William Frackelton	*Principal or Designee	
Dayna Navaro	*UFT Chapter Chairperson or Designee	
Shirley Sanchez	*PA/PTA President or Designated Co-President	
Juan Cruz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Dania Diaz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Zuleyka Guevara	UFT Delegate	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Soundview Academy is a new school in its second year offering a dramatic departure from traditional middle grades education. We are committed to serving every student who enters our doors, and our motto reflects this belief, "Where Young Minds of All Kinds Thrive." We believe that the academic, social and emotional preparedness for college is rooted in a rigorous middle grades education.

Toward this aim, we have built our school above four foundational aspects:

1. An international framework for our **multi-disciplinary academic core** that promotes **interdisciplinary units**, while reducing the overall **teacher/student ratio**, to **personalize and individualize instruction** for all of our students. We believe that **knowledge is constructed**, not memorized, and have developed a **performance- and project-based approach** to instruction that engages our students at a deeper level.
2. Our Scholars Program, where every Soundview **Scholar** meets with his or her **Mentor**, to promote each child's **social, emotional and academic growth**. We recognize the **holistic needs** of our students, and do not shy away from our responsibility to provide guidance and instruction in areas including **nutrition, gender relations, organizational and executive functioning skills, bullying prevention, self-esteem building and conflict resolution**, areas that are absolutely critical for our students' future success. Soundview Academy's teachers are committed Mentors and dedicate significant time and energy to meeting the holistic needs of their Scholars.

3. A **visual and digital arts focus** that recognizes the need for our scholars to be producers, and not just consumers, of media. Students study visual arts beginning in the sixth grade and bring this knowledge into the core of their content areas, producing **dynamic multi-media projects** that leverage this generation’s gift of digital sophistication, while recognizing the need to regulate the **use of contemporary media in ways that are meaningful, reflective and rigorous.**
4. An **Afterschool Arts & Athletics** program that embraces the **talents and culture of our students** and surrounding community. With programs such as Hip Hop, Step, Drama, Design, Technology, Track, Flag Football, Jazz Dance and Kick Boxing, we understand the need and immense value of artistic and athletic outlets for our scholars’ innate ability. We partner with true teacher-artists and athletic directors to provide a level of afterschool programming that is unparalleled in our area. As our name declares, we understand the **strong link between culture and scholarship**, and believe that by providing our students with authentic activities for cultural and physical expression, their scholarship is greatly advanced.

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Soundview Academy for Culture & Scholarship				
District:	8	DBN #:	08x448	School BEDS Code:	320800010448

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	N/A	N/A	N/A		N/A	N/A	92%		

DEMOGRAPHICS							
Kindergarten	N/A	N/A	N/A				
Grade 1	N/A	N/A	N/A	Student Stability: % of Enrollment			
Grade 2	N/A	N/A	N/A	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	N/A	N/A	N/A		N/A	N/A	
Grade 4	N/A	N/A	N/A				
Grade 5	N/A	N/A	N/A	Poverty Rate: % of Enrollment			
Grade 6	N/A	N/A	137	(As of October 31)	2007-08	2008-09	2009-10
Grade 7	N/A	N/A	N/A		N/A	N/A	71%
Grade 8	N/A	N/A	N/A				
Grade 9	N/A	N/A	N/A	Students in Temporary Housing: Total Number			
Grade 10	N/A	N/A	N/A	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	N/A	N/A	N/A		N/A	N/A	3
Grade 12	N/A	N/A	N/A				
Ungraded	N/A	N/A	N/A	Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total	N/A	N/A	137		N/A	N/A	0
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	N/A	N/A	12				
No. in Collaborative Team Teaching (CTT) Classes	N/A	N/A	0	Principal Suspensions	N/A	N/A	
Number all others	N/A	N/A		Superintendent Suspensions	N/A	N/A	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	N/A	N/A	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	N/A	N/A	0				
# receiving ESL services only	N/A	N/A	4	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	N/A	N/A	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	N/A	N/A	6
				Number of Administrators and Other Professionals	N/A	N/A	2
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	N/A	N/A	1
(As of October 31)	2007-08	2008-09	2009-10				
	N/A	N/A					

DEMOGRAPHICS							
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	N/A	N/A	6
American Indian or Alaska Native	N/A	N/A	0.7%	Percent more than two years teaching in this school	N/A	N/A	0%
Black or African American	N/A	N/A	42.6%	Percent more than five years teaching anywhere	N/A	N/A	33%
Hispanic or Latino	N/A	N/A	53.7%				
Asian or Native Hawaiian/Other Pacific Isl.	N/A	N/A	1.5%	Percent Masters Degree or higher	N/A	N/A	50%
White	N/A	N/A	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	N/A	N/A	50%
Multi-racial	N/A	N/A	-				
Male	N/A	N/A	43.4%				
Female	N/A	N/A	56.6%				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:			
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): N/A					
Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)		Category (Check <input checked="" type="checkbox"/>)			
		Basic	Focused	Comprehensive	
In Good Standing (IGS)		N/A	N/A	N/A	N/A
Improvement (year 1)		N/A	N/A	N/A	N/A
Improvement (year 2)		N/A	N/A	N/A	N/A
Corrective Action (year 1)		N/A	N/A	N/A	N/A
Corrective Action (year 2)		N/A	N/A	N/A	N/A
Restructuring (year 1)		N/A	N/A	N/A	N/A
Restructuring (year 2)		N/A	N/A	N/A	N/A
Restructuring (Advanced)		N/A	N/A	N/A	N/A
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)		
	ELA:	<input checked="" type="checkbox"/>	ELA:	N/A	
	Math:	<input checked="" type="checkbox"/>	Math:	N/A	
	Science:	N/A	Grad. Rate:	N/A	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Soundview Academy Needs Assessment

In our first year of existence, Soundview Academy built a school that offers a brand new middle grades experience to a traditionally underserved neighborhood of the South Bronx. With a staff comprised of almost 90% new teachers, as well as a brand new administration and support staff, Soundview Academy has built a reputation in its short existence for delivering individualized instruction to students with a complex set of needs, including self-contained students, students with SETSS services, speech, ESL, learning disabilities, mandated counseling, physical disabilities and psychiatric conditions. As the zoned middle school serving the Soundview and Castle Hill communities, almost a third of our student body has been held over one or more years prior to the sixth grade. Nonetheless, 39% percent of our students score proficient or higher on state exams – meaning that our student body is a very academically heterogeneous bunch and would present a challenge to an

experienced group of educators, much less a staff of mostly new teachers. Our students represent a diverse set of backgrounds, with families that hail from Haiti, Ghana, Dominican Republic, Puerto Rico, Jamaica, Nigeria, Bangladesh, Ecuador, Mexico and Honduras, to name a few. Nonetheless, we have a very small percentage of students 5% that are official ELLs, although it is clear that many of our students who are labeled special needs may be misdiagnosed due to their more complex linguistic development growing up in households where English is not the native language. This year's LAP reflects the current status of the programs we have in place to address these issues, and the future directions we plan to take to intervene at a greater level to provide the unique literacy supports of the population we serve.

After a thorough review of available data, the following four areas of focus were identified: 1) in regards to our School Environment, "engagement" is an area for improvement as identified by students and teachers; 2) our school needs to move a greater percentage of our students scoring in the lowest third citywide, as well as those students scoring on or near proficient on the state exams, toward higher levels of proficiency in ELA; 3) our school needs to move a greater percentage of our students scoring in the lowest third citywide, as well as those students scoring on or near proficient on the state exams, toward higher levels of proficiency in Math; and, 4) a strong priority for Soundview is to develop a professional development matrix with a focus on supporting new teachers accelerating students at all levels.

A close look at our School Environment Survey for 2009-10 revealed that, of the four major criteria identified in the survey, "engagement" is the area of greatest need. The survey placed our school at 6.1 (out of 10) in comparison with other middle schools in this area. Although parents rated us as above average in engagement, both teachers and students rated us below average in comparison citywide. Therefore, given the fact that our performance was sub-par overall in this area, one of our major goals this year is to *foster increased engagement in our school community through direct initiatives to address our primary constituent groups: students, parents/guardians, teachers and administration* - with a special focus on students and teachers.

After reviewing closely our Progress Report for 2009-10, we realized that in our first year we had failed to adequately promote the annual academic growth of certain sub-groups of our students. Specifically, we noticed that only 43.8% of those of our students in the lowest third citywide made exemplary gains in ELA; moreover, only 31.6% of these students made exemplary gains in Math. Additionally, only 35.5% of our self-contained and SETSS students made exemplary gains in ELA; moreover, only 41.9% of these students made exemplary gains in Math. Given this data, one of our major goals for this year is to *utilize collaborative and data-informed processes to set measurable and differentiated learning goals for our students*, with a special focus on our students in the lowest third citywide, as well as those who are self-contained and assigned to SETSS services.

Lastly, after a close review of both the School Environment Survey and Progress Report, as well as a review of turnover of teachers during our first year (mostly due through the Open Market) of existence, we identified a major second year goal to be to *enhance school-wide instructional practices that promote professional growth and reflection, with a special focus on new teachers*. Given our poor performance as indicated by teachers in the survey in the area of communication and engagement, we decided that *through the observation of classroom teaching and the analysis of periodic learning outcomes*, inroads in these areas would be focused. Additionally, the creation of individualized and differentiated professional development options for teachers, with a focus on those in their first two years of the profession, was identified as a significant means of supporting our school's improvement in this area.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal One	By June 2011, we will increase the Engagement Index on the School Environment Survey from last year’s 6.1 to 7.0 this school year.
Goal Two	By June 2011, we will increase the percentage of our lowest third that demonstrate growth in ELA from the median of 32% on last year’s Progress Report, to 40% or greater on this year’s, relative to Peer Horizon.
Goal Three	By June 2011, we will increase the percentage of our lowest third that demonstrate growth in Math from the median of 32% on last year’s Progress Report, to 40% or greater on this year’s, relative to Peer Horizon.
Goal Four	By June 2011, we will develop a professional development matrix that results in 100% inclusion of new teachers in individualized and differentiated professional development growth trajectories to promote acceleration of students at all levels.

SECTION VI: ACTION PLAN

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

Subject/Area: School Environment - Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the Engagement Index on the School Environment Survey from last year’s 6.1 to 7.0 this school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Conduct direct initiatives to address our primary constituent groups: students, parents/guardians, teachers and administration Develop internal survey-assessments that periodically measure engagement • Identify instructional goals that emphasize the connection between instruction and “life outside the classroom” as reflected in Student Engagement Index 6 - resulting in a reduction of the 13% of students who “strongly disagree” to less than 10% on this year’s survey. • To reduce the percentage of teachers that feel supported by the principal to “a small extent” or to “no extent” from the 40% on last year’s School Environment Survey to 20% or less on this year’s survey
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Greatest budget allocation toward teaching staff to reduce student/teacher ratio to less than 1:25 • Strategic partnerships with community-based organizations to develop Scholars Mentoring Program (ENACT, Brotherhood & Sistersol, The Media Spot) • Strategic professional development partners (Literacy Support Solutions, Urban Advantage, CEI-PEA) to support 5Cs Approach to Pedagogy to increase content-area engagement • Budgetary Support for Parental Workshops and Cultural Events • Addition of Parent Coordinator to 2010-11 staff • Allocations to support translation of key materials to Spanish

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Administrative evaluation and documentation of professional development and community involvement initiatives that aim at promoting engagement throughout our school community and among our main constituent groups.
- Content-specific, targeted goals that aim to increase the level of engagement between content-area instruction and the real-life struggles and conditions facing our students (i.e. Scholars, Humanities, Math/Science, Art and Spanish Units with culminating projects/exhibitions that incorporate this objective
- Engagement Indicators on our 2010-11 School Environment Survey

Subject/Area: Student Performance ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the percentage of lowest third that demonstrate growth in ELA from the median of 32% on last year’s Progress Report, to 40% or greater on this year’s, relative to Peer Horizon.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Utilize collaborative and data-informed processes to set measurable and differentiated learning goals for our students [Indicator 3.2 on Quality Review Rubric]</p> <ul style="list-style-type: none"> • Increase percentage of lowest third that demonstrate growth in ELA from median of 32% on last year’s Progress Report to 40% or greater on this year’s, relative to Peer Horizon • Increase percentage of total students scoring a proficient on the NYS ELA exam from 27% last year to 35% or greater this year, relative to Peer Horizon • To actively promote collaborative teaming in the Humanities department with a focus on developing specific instructional initiatives that stem from an in-depth analysis of performance indicators that our students struggled with on last year’s exams and Acuity • To promote inquiry-based instructional initiatives that aim to strengthen our students’ ability to demonstrate active co-teaching as part of their learning process • To utilize our Inquiry Team to inform content-area instruction based on action research derived directly from its analysis of performance indicators on the NYS ELA and Math exam results of our students over the last three years.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Scheduling twice-monthly professional sessions with our Humanities Team and Sarah Buxton from Literacy Support Solutions to develop targeted goals to move our students in ELA • Strategic scheduling of substitutes to allow for new teachers to visit middle schools with stellar ELA programs and performance, and turnkey takeaways to staff • Purchase and acquisition of diversified classroom libraries to promote challenging independent reading trajectories that are leveled appropriately

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Use of interim assessments – including customized Acuity periodic assessments - to measure progress toward this goal.
- To promote inquiry-based instructional initiatives that aim to strengthen our students' ability to **demonstrate active co-teaching** as part of their learning process
- Objective met on Progress Report: 40% or greater ELA growth of lowest third as measured on 2010-11 NYS ELA exam, relative to Peer Horizon.
- Objective met on Progress Report: 35% or greater number of students scoring proficient on 2010-11 ELA exam, relative to Peer Horizon.

Subject/Area: Student Performance Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the percentage of lowest third that demonstrate growth in Math from the median of 32% on last year’s Progress Report, to 40% or greater on this year’s, relative to Peer Horizon.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Utilize collaborative and data-informed processes to set measurable and differentiated learning goals for our students [Indicator 3.2 on Quality Review Rubric]</p> <ul style="list-style-type: none"> • Increase percentage of lowest third that demonstrate growth in Math from median of 49% on last year’s Progress Report to 55% or greater on this year’s, relative to Peer Horizon • Increase percentage of total students scoring a proficient on the NYS Math exam from 20% last year to 30% or greater this year, relative to Peer Horizon • To actively promote collaborative teaming in the Math/Science department with a focus on developing specific instructional initiatives that stem from an in-depth analysis of performance indicators that our students struggled on during last year’s exams and Acuity • To promote inquiry-based instructional initiatives that aim to strengthen our students’ ability to demonstrate active co-teaching as part of their learning process • To utilize our Inquiry Team to inform content-area instruction based on action research derived directly from its analysis of performance indicators on the NYS ELA exam results of our students over the last three years.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Scheduling twice-monthly professional sessions with our Math/Science Team and Chris Emdin from Literacy Support Solutions to develop targeted goals to move our students in Math • Strategic scheduling of substitutes to allow for new teachers to visit middle schools with stellar Math programs and performance, and turnkey takeaways to staff • Purchase and acquisition of manipulatives to develop a constructivist environment for the

	development of math concepts and skills
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Use of interim assessments – including customized Acuity periodic assessments - to measure progress toward this goal. • Incorporation of co-teaching within units and curriculum maps across all content areas. • Objective met on Progress Report: 55% or greater Math growth of lowest third as measured on 2010-11 NYS Math exam, relative to Peer Horizon. • Objective met on Progress Report: 30% or greater number of students scoring proficient on 2010-11 Math exam, relative to Peer Horizon.

Subject/Area: Teacher Performance and Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will develop a professional development matrix that results in 100% inclusion of new teachers in individualized and differentiated professional development growth trajectories to promote acceleration of students at all levels.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through the observation of classroom teaching and the analysis of periodic learning outcomes to enhance school-wide instructional practices that promote professional growth and reflection, with a special focus on new teachers [Indicator 4.1 on Quality Review Rubric]</p> <ul style="list-style-type: none"> • Develop a common instructional focus that identifies pedagogical “core values” visible in unit and lesson plans and in PD enhancing our professional learning community. • School leader provides actionable feedback through informal and formal observations on a monthly basis, and at content area and grade level team meetings, to support the next learning steps for each teacher based on analysis of student data, student work products and classroom observations. • School leader provides differentiated support for teachers based on specific developmental, pedagogical and content knowledge needs including mentoring, teacher teaming, coaching, and targeted professional development opportunities – with special attention to faculty who are new to the profession or new to the school. This includes individual conferencing on a monthly basis, setting up structures for in-house and external intervisitations, as well as working directly with the new teacher mentor and departmental professional developers to align collaborative and individual professional growth plans for teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Greatest budget allocation toward teaching staff to reduce student/teacher ratio to less than 1:25 • Additional staffing to increase quantity of push-in periods for at-risk students beyond requirements of IEPs • Funding of Saturday Excellers Program to accelerate our students at or near proficiency levels • Purchase of Skills Tutor modules in ELA, Math and Career Exploration to enhance Extended Day Program for students at-risk

	<ul style="list-style-type: none"> • Strategic professional development partners (Literacy Support Solutions, Urban Advantage, CEI-PEA) to support 5Cs Approach to Pedagogy to increase content-area engagement • Per session allocation for data inquiry team members to study ARIS and Acuity data, and develop focus groups (e.g. lowest third and 2/75 and up) for further research
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Publication of Soundview Academy's Core Pedagogical Values • Evidence of timely and actionable feedback [log of assistance] by principal to all teachers • Evidence of differentiated support for individual teachers that emphasize teacher teaming, coaching and targeted professional development • Clear coordination between principal, professional developers, mentors and departmental leaders toward identified pedagogical priorities and common school-wide instructional goals

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	59	45	N/A	N/A	0	1	32	0
7	77	73	N/A	N/A	0	1	29	0
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Students receive small group tutoring after school during our extended day program. • Differentiate instruction in all ELA classes offered. • In addition to the mandated five periods a week, we have an additional two periods programmed into students' schedule. • Each student has a mentor who keeps track of their academic progress and helps students set individual goals in needed subjects.
Mathematics:	<ul style="list-style-type: none"> • Students receive small group tutoring after school during our extended day program. • Differentiate instruction in all Math classes offered. • In addition to the mandated five periods a week, we have an additional two periods programmed into students' schedule. • Each student has a mentor who keeps track of their academic progress and helps students set individual goals in needed subjects.
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A (Soundview Academy currently does not have a guidance counselor, but will in year three)
At-risk Services Provided by the School Psychologist:	Co-generative dialogues with Academic Intervention Team and classroom teachers to promote in-depth study of individual classroom performance of specific at-risk students. Dr. Brown works directly with teachers and teacher-teams to build capacity in differentiation of instruction for our at-risk students.
At-risk Services Provided by the Social Worker:	Individual and group counseling (anger management, grief counseling, abuse counseling, etc.), as well as direct support (both curriculum design and implementation) of our Scholars Mentoring Program. Mr. Ball has developed strategic relationships with community counseling agencies, psychiatric centers and advocacy groups to further support the mental health needs of our at-risk students and their families.

At-risk Health-related Services:

Thorough vision screening services provided in-house. Nationally-acclaimed health curriculum supported by the Alliance for a Healthier Generation. Holistic physical education program supported by the SPARK methodology. Proactive intervention for asthma prevention and reduction.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

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

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

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language

program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Upon registration for the first time into the DOE system the administration inquires parents regarding their language preferences. They are asked to fill out a home language survey. Most students in the DOE attend Soundview with matriculation records that identify their heritage language. In addition to this information parents are asked to fill out our Emergency Contact forms where they must also indicate their home language preference in written form and oral form, which is kept on file in our Main Office. All information is submitted into ATS for further analysis. Currently, there are five different languages other than English spoken within our population. The languages are the following: Bengali, Bihari, English, Slovak, and Spanish. Out of 221 students in the school 73% students speak English. The data indicates that 27% students speak Spanish at home; it is the second most spoken language other than English. Outreach is made to all Spanish-speaking parents in their heritage language. We provide an on-site interpreter who translates all documents sent home to parents in Spanish. Provided the time, and complexity of the written document we hope to solicit the Office for Family engagement and Advocacy (OFEA) services in order to insure we are accommodating for our families needs. In addition to providing translation for all documents the interpreter is also present during meetings, and phone conversations with parents that are not proficient in English.

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

We look to provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

When translating a document in-house the following are taken into consideration: length of document, languages involved, deadline, and workload. Most event notices and letters need a one to two day turn around for a page to a page and half of translation. Lengthier documents with flexible deadlines will be sent to the OFEA. In-house translations are preferred because they provide on-site access to our parents in the most up to date information, and in a timely fashion.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In-house interpretation services are considered upon request of the parent. The on-site interpreter is bilingual in both English and Spanish with four years of interpreting experience. The interpreter is available to translate dialogues amongst multiple parties, and scripted phone conversations. The interpreter is briefed on the topic, and translates verbatim the party's response. The in-house

interpreter is available to meet with parents upon their arrival and request. In addition to formal meetings, and conversations interpretation is provided for large group Parent Association Meetings, School-wide events opened to the public such as: Open Houses, School Fairs, and Parent Workshops.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Soundview Academy is moving toward becoming a digital school in this digital age. Part of this initiative is to provide resources in our parent's heritage language for most displayed materials, in addition, to posting near our office of the appropriate covered languages indicating the availability of language services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	222,087	99,903	321,990
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,221	999	3,220
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,104	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,210	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 50%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
N/A

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Soundview Academy's Parent Involvement Policy

Soundview Academy is dedicated to creating a strong partnership with its students' parents, guardians and families in order to realize our greater mission and vision. We have identified the following areas as essential for this partnership:

Soundview will ensure that the required school-level parental involvement policy meets the requirements of section 118(b) of the ESEA, and includes a school-parent compact consistent with section 1118(d) of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

Title I Annual Parent Meeting – On April 4th, 2011, a meeting will be held to review our school's current expenditure of Title I monies to insure that allocations maximize the supports available our at-risk students. Given that we are a School-Wide Program, this meeting will insure that we involve directly the parents of children served in Title I, Part A programs, as well as consult with the larger parent/guardian community, whose children also benefit from these expenditures.

Parent involvement at Soundview entails the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring: 1) our parents/guardians play an integral role in assisting their child's

learning, 2) our parents are encouraged to be actively involved in their child's education at school; 3) our parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees or assist in the education of their child; and 4) our school will inform parents and parental organization of the purpose and existence of the Parental Information and Resource Center.

Implementation of PIP

Soundview Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- 1) Develop a series of workshops for parents/guardians that focus on parenting skills training (with a special focus on supporting your children's educational development), defense against bullying and harassment, providing information regarding community resources, gang awareness/prevention, high school articulation, promoting health & wellness initiatives and providing motivational speakers and dialogue
- 2) Work closely with Soundview Academy's Parent Association to plan meaningful and effective parent association meetings that strengthen bonds between our school constituents and bring into focus critical issues for discussion and follow-up
- 3) Utilize available parent involvement funds to encourage attendance at workshops and parent association meetings, as well as purchase nutritional foods and beverages, and provide day care for attending children, during these sessions

Soundview Academy will involve parents/guardians in the review and modification of the parent policy through monthly Parent Association and School Leadership Team meetings in accordance with Section 1116 of the ESEA.

Soundview Academy will provide the necessary coordination, technical assistance and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance. This includes organizing student-led family conferences at quarterly intervals, organizing a Saturday Academy beginning in the spring of 2011 to focus on the needs of our lower-performing students, as well as those who require greater acceleration due to their academic giftedness, as well as the creation of special

events – such as Friday assemblies and town hall meetings, as well as Honor Roll and Leadership Awards ceremonies – that promote the recognition of student performance in meaningful and memorable ways. In order to solidify strong attendance at these events, we will insure distribution of event flyers in English and Spanish, promote regular communication via School Messenger, and include regular event updates on our website calendar. Significant communication and regular outreach/training will also take place around the use of SnapGrades online grading system to monitor students performance on a daily basis via the internet, as well as to support access to and use of our teachers' class websites at <http://www.soundviewacademy.org>.

This School Parental Involvement Policy has been developed jointly with, and agreed on with the parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by Soundview Academy on February 14th, 2011, and will be in effect for the period of two years. Our school will distribute this policy to all parents of participating Title I, Part A children on or before September 2011.

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

Soundview Academy School-Parent Compact

School Responsibilities:

- 1) Soundview Academy will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet current CCSS academic standards. This commitment includes the following:

- Provide teachers with high-quality, differentiated professional development
 - Support parent association meetings with an aim for them to be workshops on key content related to their children's academic and social success in school
 - Create classroom environments that support 21st Century learning environments, including the use of state-of-the-art technology for the instruction and production of content in various media, including traditional print form and contemporary digital methods
- 2) Conduct family-teacher conferences on a quarterly basis during with this compact will be discussed (during minimally one of the annual conferences) as it relates to the individual child's achievement. Specifically, these conferences will be held in November, February and April.
- 3) Provide parents and families with live, online reports of their children's progress and regular access to our staff. Specifically, teachers will update their SnapGrades on a weekly basis. Outreach on student progress also includes:
- Regular mentor outreach
 - Outreach from Parent Coordinator as needed
 - Step Four Academic Conferences (as detailed in handbook) for students who are at-risk
 - Quarterly Parent/Teacher Conferences with content-area teachers
 - Regular contact with our Guidance Department on a needs basis
 - Contact/meetings with the Principal on a needs basis
- 4) Provide opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Open House
 - Summer Orientations
 - Open Door Policy for classroom visitation and school volunteerism (coordinated with Learning Leaders)
 - Join and volunteer for Soundview Academy Parents Association

- 5) Involve parents and families in the planning, review and improvement of the school's Parental Involvement Policy and Schoolwide Program Plan, in an ongoing, organized and timely way.
- 6) Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
- 7) Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- 8) Provide to parents a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. Additionally, the teachers/mentors responsibilities include the following:
 - Provide differentiated instruction to students
 - Provide students with a detailed student/parent teacher contract that explains every one's accountability and expectations for the school year. All parties must sign the contractual agreement. Copies of the agreement will be given to the student and parent.
 - Provides assistance for the first couple of weeks for the transition from elementary school to middle school.
 - Every teacher should have a portable filing system for each student in the classroom. (student's work, infractions, positive work)
 - Explain to students the difference between elementary school expectations and middle school expectations.
 - Provide positive encouragement and incentives for students
 - Provide open lines of communication beyond school hours. (ex. via email or phone)
 - Provide student progress reports every sixty days for parents/student, to be aware of academic progress.
 - Provide students that are lacking academically with extra academic resources in order for them to be at grade level
 - Participate in Saturday Academy, when possible, for underachieving students and also state exam preparation.

- 9) At the request of parents, provide opportunities for regular meetings to provide suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- 10) Foster respect and appreciation for all children and their families, teachers and staff.
- 11) Create a safe community where all its members, teachers, staff and students can reach their fullest human potential. Establish an environment where parents/guardians, students, teachers and support staff feel safe voicing concerns and having those concerns addressed.
- 12) Create a culture where information is shared, promoting the latest communication technologies, for the betterment of the students. Provide opportunities for staff and students to express individuality and creativity in work being produced. Foster individual initiative and collaborative teamwork across the board.

Parent/Guardian's Responsibilities:

We, as parents and guardians, will support our children's learning in the following ways:

- 1) Ensure that my child attends school regularly and provide the school with proper information/documentation for all absences
- 2) Ensure that my child gets a full night's rest and is ready for school
- 3) Ensure that my child has all materials/supplies needed
- 4) Ensure that our child is dressed according to uniform dress code
- 5) Support school's disciplinary policies and procedures
- 6) Monitor closely the use of TV, Internet, cellular and video game use
- 7) Check SnapGrades periodically to monitor my student's progress and reach out to mentors/teachers directly with regards to questions/concerns
- 8) Reach out to Mentor regularly regarding progress and concerns
- 9) Check homework daily and assist child in creating a calendar for exam and project due dates
- 10) Provide consistent and quiet space for child to do homework
- 11) Read to and with child daily

- 12) Support the child's physical, emotional and nutritional well-being, including necessary follow up with health professionals
- 13) Attend all parent/teacher conferences
- 14) Attend parent/guardian workshops and school cultural events
- 15) Participate in school governance including regular attendance at Parent Association meetings
- 16) Volunteer, when possible, in my child's classroom (train with Learning Leaders)
- 17) Participate in and attend regularly, to the extent possible, school advisory and leadership groups, including the Parent Association, Parent Association Executive Committee, School Leadership Team, and School Wellness Council.

Student's Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve to the standards required of us. We will do so in the following ways:

- 1) Come to school on time every day, well rested and prepared to learn.
- 2) Develop healthy eating habits.
- 3) Complete all assigned and required assignments given by teachers.
- 4) Sign and understand school/parent/student compact/contract when necessary.
- 5) Attend extended day and afterschool/Sunday tutoring.
- 6) Ask for academic resources from my mentor and teachers.
- 7) Make full use of and care for technology in the classroom
- 8) Work closely with Mentor when difficult issues arise in the classroom.
- 9) Seek to reduce interpersonal conflicts as well as avoid bullying others. Advocate for students who are targeted by other students.
- 10) Work hard at getting to know other students in class and school
- 11) Respect differences and diversity within the school community.

- 12) Respect school property, self and fellow schoolmates
- 13) Participate in student government in advocating for improvements/change in school culture
- 14) Maintain calendar of when projects, homework and other assignments are due, and turn in them on a timely basis
- 15) Develop a portfolio of quality academic work that meets CCSS standards
- 16) Communicate effectively messages between teachers and parents
- 17) Check SnapGrades regularly to track academic progress

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See page 10.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Soundview Academy trains teachers in creating differentiated learning environments to meet the needs of the heterogeneous groups of students in each classroom.
 - Combining traditional methods with current technologies and software allows us to focus on the particular needs of specific students.
 - Dynamic and differentiated professional development, such as Urban Advantage and Literacy Support Solutions, allows individual teachers to better develop strategies for students at the high and low end of the spectrum
 - Our Extended Day Program utilizes Skills Tutor to provide differentiated support for our Level One and Two students

- Our Saturday Academy – which runs from March thru May – supports struggling students by providing a focused environment in small group settings to meet their specific needs

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Our curriculum reflects the reality that our students need a global education on par with the best middle schools in the country. For this reason we have an international curriculum that supports eight core content areas: English, Spanish, Humanities, Mathematics, Sciences, Physical Education, Arts and Technology. This challenging intercultural and interdisciplinary program sets an unparalleled standard for middle grades education recognized worldwide. Our school utilizes a technology-rich, multi-media classroom set up that contains iMac mini-labs for a 21st Century learning environment. We recognize the critical need for students to produce content through multiple media including photo imaging, graphic design, digital video production, PowerPoint presentations and graphic displays of information. We know that these skills will prepare our students for the global workplace while recognizing their individual gifts and artistic talents.

Our Scholars Mentoring Program offers a dynamic approach to the academic, social and emotional development of our students, one that is essential for building the skills and mindset necessary for success in today's world. Each Soundview Scholar has a Mentor who acts as both advocate and surrogate during the student's three years at our school, and serves as the point of contact for the family, content-area teachers,

administration and outside community to ensure open lines of communication on all sides. Mentors create an individualized academic plan for all of their Scholars depending on their needs.

Soundview Academy has developed a specialized focus in the visual and digital arts, recognizing that training our students to be producers of today's multi-media content is absolutely necessary for professional success and literacy. Every classroom is a multi-media environment with iMac min-labs, designated printers, laptops, and audio-visual equipment that distributes technology throughout the school. Our website is a live digital environment that organizes our curriculum, online grading, student blogs, parent association meetings, and key information including the school calendar.

3. Instruction by highly qualified staff.

Our most recent BEDS survey demonstrates that nearly 90 percent of our teaching staff is considered highly-qualified. As a new school in our second year, this is a remarkable number.

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

Soundview Academy has put in place as one of its major PPR and CEP goals a dynamic and individualized professional development matrix for its staff. For teachers, this includes extensive mentoring for new teachers, on-site consultants and professional developers for weekly meeting with individual teachers as well as content and cohort teams, and outside professional development workshops that are differentiated for individual teachers and their teams. Furthermore, our Google apps domain serves not only our teachers, but our students and their families as well, by organizing, structuring and documenting digitally our evolving curriculum, pedagogy and practice.

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

- a. Direct relationship with Math for America, NYCDOE's Teacher Recruitment & Quality Unit, Teach for America (TFA) and Teaching Fellows program. Additionally, we aim to hire dual-certified teachers, and over 25% of our teachers our dual-certified in General Education and Special Education, Bilingual Education or English as a Second Language.

- b. We post our vacancies on employment and career websites such as Craig's List, and work with various universities (Teachers College, Fordham, NYU, etc.) to vet top candidates from their teacher training programs.
 - c. Our personnel committee regularly attends citywide job fairs and utilizes the full array of New Teacher Finder resources.
6. Strategies to increase parental involvement through means such as family literacy services.
- See pages 37-8
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Each Soundview Scholar has a Mentor who acts as both advocate and surrogate during the student's three years at our school, and serves as the point of contact for the family, content-area teachers, administration and outside community to ensure open lines of communication on all sides.
 - SnapGrades user accounts available to all parents to check on their child's academic progress.
 - We follow a domain focus approach on instruction at Soundview Academy:
 1. Planning and Preparation – teachers must demonstrate knowledge of content, pedagogy and students in order to develop coherent instruction to properly assess students.
 2. Classroom Environment – teachers must create an environment of respect and rapport and establish a culture of learning. Furthermore, managing classroom procedures and student behavior through the organization of physical space.
 3. Instruction – there must be constant communication with students using questioning and discussion techniques. Engage and assess students through differentiation.
 4. Professional Responsibilities – maintaining accurate records, communicating with families and growing and developing a professional relationship with colleagues and school community.

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

Each Soundview Scholar has a Mentor who acts as both advocate and surrogate during the student's three years at our school, and serves as the point of contact for the family, content-area teachers, administration and outside community to ensure open lines of communication on all sides. Mentors create an individualized academic plan for all of their Scholars depending on their needs.

Additionally, students are provided with direct access to ARIS and Acuity data in the classroom, and our Data Inquiry develops patterns and trends that are shared directly with Mentors to debrief with their Scholars in a timely fashion. Skills Tutor – a software-based application utilized in our Extended Day program – is another means by which our students receive timely, differentiated feedback on their current levels of performance and progress. Finally, Achieve 3000 – an online curriculum that supplements our content-area instruction – provides additional resources and training that our students access 24-7.

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

Soundview Academy has a highly trained full time social worker, Mr. Roger Ball, who supervises a guidance department of two interns and a mental health clinic run by the Relational Abuse Prevention Program (RAPP). This guidance team provides numerous workshops, group and individual counseling to cover topic including violence prevention, bullying prevention and bias-reduction. Our parent coordinator, Ms. Barnes, works extensively with Mr. Ball to advocate for our children's health and housing needs. Additionally, our special education department is very focused on providing students that require vocational education planning with a thorough evaluation and career development trajectory in alignment with Page 9 requirements of the IEP. Finally, through our Scholars program, Mentors team with our

Health & Wellness instructor, Ms. Kelli-Ann Henry, to provide the physical, social and emotional support our children need during their difficult early adolescent years.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	Pg. 47
Title I, Part A (ARRA)	Federal	✓				✓	Pg. 47
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local			✓			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

3

2. Please describe the services you are planning to provide to the STH population.
 - Metrocards are given to displaced students who travel long distances.
 - School Supplies are given to students who are in need.
 - School uniform are provided to students who are in need.
 - Social Worker & Mentors provide the social and emotional support to student needs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP						
District:	8	DBN:	08X448	School		320800010448	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				91.7
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		135	98				
Grade 7		0	118				
Grade 8		0	0				
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				7
Grade 12		0	0				
Ungraded		1	1				
Total		136	217				0

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
			96.2

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		60.0	94.1

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
			7

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
			0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		13	25	Principal Suspensions			45
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions			7
Number all others		18	28				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			10
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			5
# receiving ESL services only		4	TBD				
# ELLs with IEPs		2	TBD				

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			1
--	--	--	--	---	--	--	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			6	% fully licensed & permanently assigned to this school			83.3
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			20.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			80.0
American Indian or Alaska Native		0.7	0.9	% core classes taught by "highly qualified" teachers			20.0
Black or African American		42.6	34.6				
Hispanic or Latino		53.7	63.1				
Asian or Native Hawaiian/Other Pacific		1.5	1.4				
White		0.0	0.0				
Male		43.4	51.6				
Female		56.6	48.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

Soundview Academy for Culture and Scholarship
Language Allocation Policy
2010-2011

Part I: School Profile

A. Language Allocation Policy Team Composition

Principal <i>William Frackelton</i>
ESL Coordinator <i>Meaghan Gribbins</i>
ESL Teacher <i>Loiza Altidor</i>
Bilingual Community Associate <i>Dania Diaz</i>
Bilingual Humanities Teacher <i>Zuleyka Guevara</i>
Spanish Teacher <i>Allison Maxfield</i>
Parent Coordinator <i>Felicia Barnes</i>
Parent Association President <i>Shirley Sanchez</i>

B. Teachers Qualifications

Certified ESL teachers: 2
Certified bilingual teachers: 1
NLA certified: 0
Content area w/bilingual ext: 1

C. School Demographics

Total number of Students: 216
Total Number of ELLS: 15
ELLs as Share of Total student pop: 7%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school.

Students who are new to the New York City Schools are identified as ELLs through the Home Language Identification Survey (HLIS) and the LAB-R. At the time of enrollment, parents are provided a Home Language Identification Survey. If anything other than English is identified as the language spoken at home then the LAB-R is administered, within 10 days of enrollment. Until the LAB-R is scored officially and entered into ATS, the documents are hand scored, in order to provide the appropriate services in a timely matter. If a student is identified as an ELL, the ESL coordinator conferences with the family and explains the ESL options available at Soundview Academy. The student is then placed in the appropriate program and services begin. Students are assessed yearly using the NYSESLAT and teachers analyze and use the results of this assessment to plan and deliver instruction.

Part III: ELL Demographics and ELL Programs

Of the 15 students identified as English Language Learners, all are in a monolingual class. Of the 12 students 9 are receiving ESL services throughout the day, and two are in self-contained special education classes; the remaining 4 students receive daily instruction from a ESL certified teacher. All 15 students received mandated extended day services.

Twelve students have received ESL services for 0-5 years. Six out of the twelve students have received ESL services for less than two years. The remaining five students have been receiving services for more than seven years and are identified as long term ELL (six or more years as an ELL).

Of the 15 ELL students all identify their heritage language as Spanish. Our ELL population has been placed in a monolingual classroom with an ESL program.

Programming and Scheduling

ESL students are placed in monolingual classes and are provided three weekly periods (135 minutes) of push-in instruction during content area and/or ELA. The ESL students are typically placed in the same class, in order for differentiation of instruction to be utilized with the ESL needs being met. They also receive 150 minutes of ESL instruction during mandated extended day sessions. All of their lessons are in English and in order to provide support for their language, an ESL teacher pushes in and collaborates with the subject area teacher.

Differentiated instruction is used to address the language needs of these learners, as well as push-in models, literacy classes, and content-area classes. Many of our teachers are familiar with students' first language and provide support as needed; the ESL teacher provides English-language support. In addition to the regular instructional program, we also target our ELL population during Extended Day and in after school programs, in which we reinforce heritage and English-language skills.

SIFE students receive individualized instruction in class. The teacher provides the student with texts that match the student's literacy level in Spanish and in English. The students work on reading, writing, grammar, and vocabulary in class as well as in targeted after school intervention periods. These students also receive additional supports as they learn the structures and routines of school.

Newcomer ELLs (students in US schools less than 3 years), who are not SIFE, are better prepared to do work at grade level in their heritage language, therefore the program with these students differs in the kind of extra instruction they receive. The after-school program provides instruction for newcomers, focusing on maximizing English language learning and acquisition. There is emphasis on reading and speaking, with focus on phonics. Listening (using read-alouds and books on tape) and writing are developed concurrently.

Long-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their heritage language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students are mandated to attend the extended 37.5 minute afternoon sessions in order to receive support in writing workshop, writing conventions as well as learning test taking techniques. This compliments the work that the students do during their ESL push-in and pull-out periods.

Students with special needs receive services according to their IEP requirements. If they are SIFE students, they receive the services described above.

Differentiated Spanish Program

Our Spanish content classes differentiate based on the fluency level of our students. Native and heritage speakers are identified and given specific roles based on their fluency. Instruction for these students includes a greater focus on developing and enhancing reading and writing skills, whereas for those students whose fluency is limited (or are non-native, non-heritage speakers), the focus is on communication and basic comprehension.

We have found that by promoting literacy in both English and Spanish Language Arts classes, our bilingual Spanish students are able to further develop their fluency in both languages without the need to resort to a traditional transitional bilingual program.

Targeted Intervention Programs

Extended Day Program

Based on the demonstrated needs of ESL students, Soundview Academy has customized the Extended Day program – utilizing the strengths of our bilingual and TESOL certified teachers – to provide differentiated instruction Monday through Thursday from 2:55 pm to 3:35 pm to increase vocabulary, and the fluidity and automaticity of ELL reading and writing.

Instructional Materials

Independent reading books and non-fiction texts in the content area are an essential component of the instructional program for ELLs. Students are assessed throughout the year and as they advance in reading levels they need additional independent reading books.

Professional Development and Support for School Staff

Professional Development is held periodically to enable our teachers to identify and target the language needs of our students. It is also used to bring instruction in line with the relevant Common Core standards and practices. Professional development is provided in collaboration with Math and Literacy Professional Developers with supports from Literacy Supports Solutions. Included in Professional Development are all teachers who teach ELLs, which includes ELA, ESL, Math, Spanish, Phys Ed, Science and Arts teachers.

This ESL liaison provides ongoing professional development on ESL strategies to support ELL learning for literacy and math, bilingual and ESL teachers. Teachers will attend NCTE seminars and webinars on ESL instructional strategies. The ESL teachers will visit dual language schools to observe best practices and attend professional development workshops at these schools.

Our ESL, bilingual teachers and paraprofessionals attend professional development along with their monolingual counterpart during common preps, after school and provided by outside resources. Bilingual teachers are expected to provide the same standard based instruction as monolingual teachers. In collaboration with the literacy coach and ESL liaison, bilingual teachers will participate in study groups using journal articles and books addressing the needs of the ELLs. Planning meetings are held once a week to enable our teachers to identify and target the language needs of our students based on assessment of student work. Also included in Professional Development are all teachers who teach ELLs, which include ELA, Math, Science, Spanish, Phys Ed, Health and Arts teachers. In class coaching and after school PD sessions will be utilized.

Professional development will support teachers in providing high quality instruction in students' identified areas of need.

Teachers will attend internal DOE PD on ELL instructional strategies. PD will include, but not limited to, training in Response to Intervention for ELLs and Best Teaching Strategies for ELLs.

Parental Involvement

Parents are invited to meet with the team's representative, Ms. Dania Diaz, within a week of their child's admission, to learn about the school programs and facilities that are offered to the students.

The mission of Soundview Academy is to prepare students for college and the global workplace as engaged citizens. To support this goal we have gender-based advisories wherein every scholar has a specific mentor. These advisories will be tailored to the needs of our families of students who are ELLs, many of whom are not familiar with the high school and college system in the United States. The advisory program will include trips to colleges, museums and other cultural institutions that will further our students' familiarity with institutions of higher learning.

The parent coordinator will collaborate to target all parents of ELLs and will aim to have a minimum of 15 parents attend each workshop. The workshops will require chart paper, markers, note cards, and binders for workshop presentations and activities. During the at-home reading workshop parents will need post it notes, independent reading books, pens, pencils, and highlighters in order to learn at-home reading strategies. All workshops require the use of paper and ink cartridges for the following materials: flyers, agendas, information sheets, copies of reading logs, information flyers about high school and college, and information sheets about ESL program choices. Each high school and college trip will require metro cards for 15 families and students.

Part IV: Assessment Analysis

Students are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running records. Students' math levels are assessed using DY0 interim assessments and teacher made unit diagnostic, formative, and summative assessments.

Students score better in tests in their Heritage language if they meet two criteria:

- A) they are relative new-comers to the United States, and
- B) they have received uninterrupted formal education in their native countries.

However, as they receive their formal education in the United States, their cognitive academic language proficiency, and their basic interpersonal communications skills, is developed more deeply in English. Our seventh grade ELL students perform considerably better in ELA tests than in Heritage language Arts tests. They are more aware of their limitations in the second language than in their own.

Eleven of our students have taken the NYSESLAT in 2010. Our ELL students' scores are as follows: 19% are beginners, 19% are intermediate, and 64% are advanced. On the NYSESLAT exam 5 are proficient in listening/speaking, and 2 students are proficient in reading/writing.

The patterns across proficiency levels and grades show a clear deficiency in writing. These are patterns that are not particular to this school, but indicative of the academic realities that ELLs in general face. The strongest modalities in this population are listening and speaking.

SOUNDVIEW ACADEMY has implemented an extensive program using the writing workshop format for all ELLs, since they generally show deficiencies in their writing skills. Writing

workshop entails students generating multiple drafts of the same project using editing skills to produce a standard final product. Writing Workshops are typical components of ELA and ESL instruction, but in Science and Mathematics an increasing amount of writing and speaking is being required for presentations, and the techniques learned in writing workshops are used for projects in these subjects. Additionally, students use journals and writing notebooks across curriculum, with content specified entries.

Depending on the academic level of the students, special pull-out periods have been implemented to address the needs of the students. After initial testing, low performing students are enrolled in a program structured to improve reading skills. These students are selected using various reading assessments, state test scores, classroom work, and teacher observations. These intervention programs emphasize reading strategies, vocabulary enhancement, and writing skills. In terms of writing skills development, reading summaries, character descriptions and identification of plot elements are emphasized.

The implications for the school's LAP and instruction are mainly to apply all our resources to identify and minimize the academic areas where students struggle and reinforce the areas where students show strengths, so they might demonstrate improvement in all required standardized tests: the ELA, the State Math test or the NYSESLAT.

The success of the ESL programs are assessed using a variety of quantitative and qualitative data such as NYSESLAT, ELA, and Math scores; observation data; teacher made assessments; and interim assessments.