



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X448

PRINCIPAL: WILLIAM FRACKELTON EMAIL: WFRACKELTON@SOUNDVIEWACADEMY.ORG

SUPERINTENDENT: TIM BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
William Frackelton	*Principal or Designee	
Dayna Navaro	*UFT Chapter Leader	
Shirley Sanchez	*PA/PTA President	
Domingo Garcia	DC 37 Representative, if applicable	
Sa’Lie Hart	Student Representative	
Nethaneel Cleary	Member/UFT Delegate	
Augustine Tapia	Member/PA/PTA Treasurer	
Sophia Thompson	Member/PA/PTA Vice President	
Ivelise Rivera	Member/Parent	
	Member/	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, 100% of students in grades six, seven and eight will participate in a minimum of one rigorous ELA task that is embedded in a unit that is aligned to the CCLS as evidenced by student work portfolios.

Comprehensive needs assessment

- Referencing the State Accountability Report, Soundview Academy did not meet AYP on any levels, except with Students with Disability who had a Safe Harbor. Given this dire and disappointed data, it is critical that we begin to identify areas of academic needs for all our students and strategically address them. Data from the Item Analysis Report reveal that 74% of our students are on Level 1 and 2 in ELA. Therefore, it is critical to increase rigor in our curriculum.

Instructional strategies/activities

Teachers participate in ongoing professional development with practitioners from READ Works, Connected Mathematics Projects, Authentic Education, iZone and the Network.

- a) After receiving the Item Analysis Report, the data was deconstructed and categorized into Levels of students as well as the primary areas of ELA and Math that need to be strengthened.
- b) Staff was given the information in a professional development setting, in which they work together to develop action plans, instructional activities with differentiation and performance tasks heavily weighted in the instructions. Teachers were also given professional development revolving around the Common Core and Universal Design for Learning in constructing and devising assessment to accurately measure the ongoing performance of our students.
- c) Teachers were involved in the process at the onset. They were introduced to the data, understand the implications of the students underperforming and were given common planning time, time after school, teacher-team time to work collaboratively in developing units based on the data and Common Core Learning Standards.
- d) Teachers are encouraged to assess their students on a daily basis and adjust their teaching standards and strategies to meet the students learning needs.

Strategies to increase parental involvement

- Parents are invited in the school and classroom to give support to their child. At the PA/PTA meetings, information is shared with the parents about student progress which opens the discussion for parents to find out how they can continue to vigilantly help their child at home. Soundview also had an Open House in early October in which parents were invited to tour the school, speak with teachers, and get a clearer sense of what is happening in the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Soundview Academy assembled an ombudsmen hiring committee that worked tirelessly throughout the summer, attending job fairs, vetting resumes and interviewing candidates to find the perfect batch of teachers for our school. We created a diverse teaching staff comprised of new and veteran teachers to share and exchange ideas and best practices. Teachers must have a knack for teaching double contents – Humanities (ELA and Social Studies) and Math and Science in order to work at Soundview.

Service and program coordination

- The Olweus Anti-Bullying Program is an internationally recognized school wide program that assists the school in identifying key areas and issues of concern. This information is then coordinated by the Guidance Department to connect our initiatives with community-based health and counseling organizations in the Soundview area to support this work.

Budget and resources alignment

We have appropriated significant allocations from Fair Student Funding (Tax Levy), Title I SWP, iZone RTTT, and ARRA Race To The Top Citywide Instructional Expectations, IDEA, and Contract for Excellence to support alignment of instruction with the CCLS framework.

ANNUAL GOAL #2 AND ACTION PLAN

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

Enhance classroom environment and instruction through the utilization of clear-cut research-based criteria that delineate instructional excellence, utilizing both the Chancellor's Priority Competencies from the Danielson's Framework and the research-based iZone Framework Guiding Principles to improve teacher effectiveness in the classroom. One hundred percent of Soundview teachers will have participated in at least four cycles of formative observation as per a research-based rubric that allows for teacher self-reflection, focused feedback, and next steps.

Comprehensive needs assessment

- Research-based rubrics have demonstrated clear evaluative rigor in supporting growth in key domains. As a staff of over 60% new teachers, there is a clear need to fully implement Danielson's framework – Domains 1, 2 and 3 – as well as research-based iZone Guiding Principles to create a series of frequent feedback cycles for our staff

Instructional strategies/activities

1. Soundview is currently using the Danielson's Framework for Teaching to provide quick and frequent feedback to help develop teachers' performance on classroom environment, instructional delivery and students work. Soundview is also operating in the iZone framework, in which every classroom has a SMART Board and access to the mobile laptop lab. To help customized individual lessons, teachers were given substantial professional development in implementing iZone in the classroom focusing on students engagement in blended learning, using iLearn.
 - a. Principal and assistant principal conduct frequent classroom visits and provide timely and useful feedback to teachers to assist in their overall classroom development, curriculum and unit planning.
 - b. Teachers are given professional development to understand the importance of using research-based information to formulate instructions. Frequent follow-ups to ascertain how well teachers are using the information as well as to strengthen teacher practice, are carried out on one-on-one bases, during teacher team meetings, classroom visitations and peer feedback.
 - c. Teachers were involved in the process at the onset. They were introduced to the data, made aware of the implications to students underperforming and were given common planning time, time after school, teacher-team time to work collaboratively in developing units based on the data and Common Core Learning Standards.
 - d. Teachers are encouraged to assess their students on a daily basis and adjust their teaching practice, lessons and strategies to meet the students learning needs.

Strategies to increase parental involvement

- Soundview has established a Parent Resource room in which parents can visit the school at any time to utilize the computers set up in the Parent Resource room. Most of Soundview academics are located on its website; each content area by grade has its own website giving parents unfettered access. Parents are encouraged to also use the computers for personal usage, such as researching employment, writing resume and cover letters, paying bills, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

- Soundview Academy assembled an ombudsmen hiring committee that worked tirelessly throughout the summer, attending job fairs, vetting resumes and interviewing candidates to find the perfect batch of teachers for our school. We created a diverse teaching staff comprised of new and veteran teachers to share and exchange ideas and best practices. Teachers must have a knack for teaching double contents – Humanities (ELA and Social Studies) and Math and Science.
- Soundview also hired a Business Manager, who also served as a Data Specialist. Amongst his responsibilities is to ensure the data and analysis of it is quickly shared with the teachers in order for them to modify and adjust their lessons to meet the individual learning needs of each students.

Service and program coordination

Soundview Academy has implemented the Olweus Bullying Prevention Program which is researched based to address violence in the school community. The Program takes a multipronged or system approach in handling bullying in school:

- **Survey** - The student body was surveyed in an effort to see where they reported a high volume of bullying taking place, how prevalent bullying is in our school. The survey has helped us to increase supervision and redeploy our resources to best support our students.
- **Interventions** – Guidance Counselor, Social Worker, counseling staff and teacher-mentors collaborate to develop a system in which they address and monitor bullying situations. In a timely fashion the PBIS team responds effectively to the students who are bullying others, students who are being bullied as well as the students who are witnessing the bullying.
- **Training** - The entire school staff has been trained in the Olweus program on how to recognize and respond effectively to bullying including ways of creating safe classrooms and school for all students.
- **Classroom discussions** - Students engage in weekly classroom discussions to build empathy and create open conversations around the effects of bullying.
- **Workshops** - open and offer to parents on weekends in an effort to give them the tools to address bullying of and by their students.

Budget and resources alignment

We have appropriated significant allocations from Fair Student Funding (Tax Levy), Title I SWP, iZone RTTT, and ARRA Race To The Top Citywide Instructional Expectations, IDEA, and Contract for Excellence to support improving classroom environment and teacher effectiveness – including the contracting of exemplary professional development organizations to support our work in this area.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June of 2012, an annual SVI index of less than 1.5 as evidenced on our state VADIR score.

Comprehensive needs assessment

- Through the development of our Incident Reduction Plan, we have completed a thorough analysis of our OORS and WEIP data with a focus on those incidents that have been most chronic in our first two years. In our third year, we have committed ourselves to developing six key initiatives to systematically reduce the frequency of these incidents in the service of a stronger, safer, school environment.

Instructional strategies/activities

- Utilize in-house professional development to create a coherent set of Soundview Academy Core Values, Codes of Conduct & Collaboration for all staff.
- Develop a rigorous curriculum for our Scholars Mentoring Program with a clear set of rigorous social-emotional competencies built on the research-demonstrated framework of the Ruler Approach of Yale University
- Implement the internationally-recognized Olweus Anti-Bullying Program within our Advisory Program so that 100% of teachers and students are trained in the program by June of 2012.
- Create a Culture Building Committee (CBC) charged with developing PBIS that reward our scholars who exhibit positive behavior
- Put in place increased protocol, supports and interventions in classrooms, hallways, cafeteria and the yard in order to deter negative and unsafe student behavior

Strategies to increase parental involvement

- Parent components addressed in the Incident Reduction Plan
- Parents are invited to participate in Saturday Olweus Anti-Bullying workshops
- Parent participation in the December Safety Town Hall

Strategies for attracting Highly Qualified Teachers (HQT)

- Soundview Academy assembled an ombudsmen hiring committee that worked tirelessly throughout the summer, attending job fairs, vetting resumes and interviewing candidates to find the perfect batch of teachers for our school. We created a diverse teaching staff comprised of new and veteran teachers to share and exchange ideas and best practices. Teachers must have a knack for teaching double contents – Humanities (ELA and Social Studies) and Math and Science.
- Soundview also hired a Business Manager, who also served as a Data Specialist. Amongst his responsibilities is to ensure the data and analysis of it is quickly shared with the teachers in order for them to modify and adjust their lessons to meet the individual needs of each students.

Service and program coordination

- The Olweus Anti-Bullying Program is an internationally recognized school wide program that assists the school in identifying key areas and issues of concern. This information is then coordinated by the Guidance Department to connect our initiatives with community-based health and counseling organizations in the Soundview area to support this work.

Budget and resources alignment

We have appropriated significant allocations from Fair Student Funding (Tax Levy), Title I SWP, iZone RTTT, and ARRA Race To The Top Citywide Instructional Expectations, IDEA, and Contract for Excellence to support our safety initiatives described in this goal.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6					6		6	
7					12		13	
8					8		7	
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA (Humanities)	Club Reset Wilson Reading Program iLearn
Mathematics (Science)	Club Reset iLearn
At-risk Services provided by the Guidance Counselor	Individual Counseling, Group Counseling, conduct on-going high school articulations both with students and parents, and convene workshops for parents on how to navigate the junior high school process.
At-risk Services provided by the School Psychologist	Academic Behavioral Intervention Program
At-risk Services provided by the Social Worker	OLWEUS Bullying Prevention Program, mandatory counseling
At-risk Health-related Services	Scholars Advisory Program, Occupational Therapeutic Services

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Benjamin Soccodato	District 8	Borough Bronx	School Number 448
School Name Soundview Academy			

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

Principal William Frackelton	Assistant Principal Audrey Robinson
Coach Rachel	Coach Peters
ESL Teacher Meaghan Gribbins	Guidance Counselor Roger Ball
Teacher/Subject Area William Gomez/Humanities	Parent Jose Tejada
Teacher/Subject Area Michael Viau/Math&Science	Parent Coordinator Felicia Barnes
Related Service Provider Tara Joye/Special Ed	Other Dione Richards/Humanities
Network Leader Benjamin Soccodato	Other Marcos Martinez

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	308	Total Number of ELLs	29	ELLs as share of total student population (%)	9.42%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When a parent first enrolls a student, the parent fills out the Home Language Identification Survey. If the parent speaks another language, then the HLIS is provided in the native language/the language of choice. A trained pedagogue then administers an informal oral interview to the student/parent at the time of enrollment. Trained pedagogues that assist with the informal interview are Meaghan Gribbins (ESL Certified/ESL Coordinator). ** Once the HLIS and informal interview is conducted, the eligible students will take the LAB-R, administered by Meaghan Gribbins. The LAB-Spanish will also be provided when the native language is Spanish. This will be administered by Dania Diaz (*Humanities teacher), Helimeric Colon (*Math/Science teacher). Students who are identified as ELLs will take the Spring NYSESLAT annually, until testing Proficient. Their annual scores will be kept on the AMAO spreadsheet and kept in the ESL binder. These scores will assist with identification for future ESL placement, as well as target instruction.

2. Once students are identified as English language learners, parents will be provided an informational orientation. Parents are invited to this orientation by letters sent home, as well as a phone call inviting them to Soundview at a time that may work for them. Phone calls and letters are provided in the parent's native language, according to the HLIS. At this time Meaghan Gribbins, and translator (if necessary), will have parents watch the NYC DOE video on the three different program choices; Dual Language, Bilingual, and Freestanding ESL. The video will be provided in the parents' language of choice. Parents will also be provided the informational print out on the three program choices, provided by the NYC DOE, in their language of choice. After this, parents will be able to ask any questions, in their native language, to clarify the different programs discussed. Parents will fill out a Program Selection, in their native language, at the completion of the parent orientation. After parents choose the program of choice for their child, the pedagogue will inform the parent of what program Soundview Academy offers.

3. Once the student is identified as an ELL, the ESL coordinator, Meaghan Gribbins, will send out entitlement letters to the parents, as well as placement letters, depending upon parent choice. Continued Entitlement Letters and Proficient Letters will also be sent out to appropriate parents. ALL letters will be provided in the parent's native language. The letters will be mailed home by the Soundview Secretarial Staff, as well, students will be sent home with a letter that provides instructions to have the parent sign the letter, and return it the next day. Entitlement letters will be stored in the ESL binder.

4. Students that continue at Soundview Academy will be placed in the freestanding ESL program. They will be placed in the appropriate level of ESL (Beginner & Intermediate or Advanced), dependent upon their Lab-R raw scores. The ESL coordinator will order the appropriate amount NYSESLAT exams, and through meaningful instruction, students will prepare for the Spring's NYSESLAT. ALL students who are considered ELL will take the NYSESLAT in May of 2012.

5. 2011-2012 is the third year of operation for Soundview Academy. In the last two years, newcomer parents have received an orientation, where the NYC DOE video was watched to describe the three different programs offered by the DOE; Dual Language, Bilingual and Freestanding ESL. This year we plan to keep parent choice records in a central location to continually track what parent choice is. This location is in the ESL binder. Additionally, we will continually update a list of parent's that first choice is bilingual, to

assure that when we reach the proper amount of parents choosing bilingual programs, we create a bilingual program. At this time Soundview Academy's freestanding ESL, is in alignment with the parent program choice, as this years parents (4 newcomer families) have chosen freestanding ESL as their number one choice. Soundview will continue to hold orientations for newcomer families that follow proper protocol, as stated above, in parent program choice.

6. If the parent's first choice is not offered at Soudnview Academy, the pedagogue will inform the parent that they have the option to transfer the student to a school that offers the program. The pedagogue will assist with locating a school for the parent that offers the program of choice. If the parent decides not to transfer the student, the pedagogue will inform the parent that the school is keeping track of parent choices, and when there are fifteen parents choosing a bilingual program on two consecutive grade levels, then the school will reach out to these parents to discuss the next steps Soundview will take to create a bilingual program. The pedagogue will keep the HLIS, parent program choice, and continually track on a spread sheet parent choices, in the Soundview ESL binder.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	5
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19	4	2	7	0	2	3		1	29
Total	19	4	2	7	0	2	3	0	1	29

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	Spanish							8	10	10				
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	9	10	10	0	0	0	0	29

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. Soundview Academy offers a Freestanding ESL program, with push-in services. The Freestanding ESL classes are mixed grade levels and based upon ELL levels. Beginner and Intermediate ELLs receive eight 45 minutes periods of ESL. Advanced ELLs have three 45-minute periods of freestanding ESL a week. The freestanding periods are combined with sixth, seventh, and eighth grade students. The freestanding ESL class is taught by Meaghan Gribbins (ESL certified/ESL coordinator). Additionally, Meaghan Gribbins pushes into each grade level's Math/Science class for three periods a week. Three 45 minute periods in 6th grade Math/Science, three 45 minute periods in 7th grade Math/Science, 2 45 minute periods in 8th grade Math, and 1 45 minute period in 8th grade Science. One 45 minute period a week is devoted to high needs areas; SIFE students are typically addressed during this one 45 minutes period a week.

1b. The students are placed in a grade level cohort and travel together for the rest of their classes. For example, all sixth grade ELLs are placed in 605 cohorts. This provides access for one ESL teacher to push-in to appropriate content areas, as well as students to achieve the appropriate amount of ESL periods. ELLs with IEPs meet their IEP requirements. If the student is a 12-1-1, then they travel with the appropriate class and action plans are made to address the language needs of these individual students. ELLs that have ICT on their IEP follow their ICT class and still attend ESL at appropriate times.

2a. The program at Soundview assures that ELLs receive the appropriate amount of ESL and ELA. Beginners and Intermediate students attend ESL, when their cohort is in ELA. This allows for them to meet the mandate of 360 minutes a week of ESL. Advanced ELL students attend ESL when their cohort is in ELA. They receive 135 minutes of ESL during the freestanding ESL class. The additional 45 minutes are served when ESL teacher pushes into Math/Science.

At this time Soundview Academy does not have a Bilingual/Dual Language program, therefore NLA is not provided. However, it is important to note that native language is promoted in many forms throughout Soundview Academy.

3. On each grade level ELLs travel in the same cohort, and have the same grade level content area teachers. On each grade level the Humanities teacher is bilingual, to offer support as necessary in the students native language. Soundview Academy promotes the use of native language, through using translated worksheets and allowing students to express themselves in their native language. In

A. Programming and Scheduling Information

Math/Science, text books and workbooks are provided in the student’s native language. Students are given exams in both English and their native language. Having the languages side by side allows practice for the state exams, which are provided in both languages.

4. By having bililingual teachers on each grade level in the Humanities classes, allows for teachers to evaluate students appropriately in their native language. Additionally, individual goals are set when teachers meet on a weekly basis to discuss individual students, best ELL teaching strategies, and other pertinent information.

5a. SIFE students receive ESL for 9 periods a week, and have 3 push-in periods during Math/Science. Instruction is differentiated by focusing on BICS. Additionally, SIFE students meet during one separate period a week for intervention. During this time the focus of instruction is phonics. The Milestones program is also utilized during this intervention period.

5b. Newcomer ELLs typically receive 9 periods a week, and have 3 push-in periods during Math/Science. During the ESL periods, instruction will be focused around the ESL curriculum and the RIGOR program would be utilized. Instruction will focus on building BICS, and begin to build on CALPs. Vocabulary journals and Word Walls will be a focus of differentiated instruction, as well as sheltered English, to build BICS. If the newcomer tests Advanced on the NYSESLAT sooner than 3 years of being in the US, then the student will follow an Advanced ESL program.

5c. ELLs receiving service for 4-6 years will typically follow an Advanced ESL program (dependent upon NYSESLAT scores). These students will have 3 periods of free-standing ESL and 3 periods of push-in services during Math/Science. During free standing ESL the Milestones Program will be utilized, as well as the ESL curriculum. Instruction will be differentiated, as the focus will be on building CALPs. Students will build a rich CALP vocabulary through the use of vocabulary journals. Instruction will also be focused on differentiating to the needs of the students, according to the results of the previous year's NYSESLAT modalities.

5d. Long term ELLs who have completed 6 years of ESL will follow an Advanced ESL schedule. These ELLs will receive 3 periods of freestanding ESL and 3 periods of push-in during Math/Science. These students will utilize the Milestones program to build on all four modalities of the English language. The extension of services will build upon CALPs and focus will be built on the individual needs of the students. For example, instruction may be differentiated during writing lessons, as the students may need additional support for writing in the English language. Humanities teachers will also be provided training in Milestones, to provide support to these long term ELLs as needed throughout the year.

6-7. ELL-SWD that are in a 12-1-1 setting are provided with an action plan, that is created by the ESL coordinator and the Special Education coordinator. These action plans will allow for the language needs of the individual student to be met, while still meeting the IEP needs. Flexible programming is also needed to provide a more inclusive learning environment where students are able to interact with their peer in the Least Restrictive Environment.

Courses Taught in Languages Other than English ⓘ

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

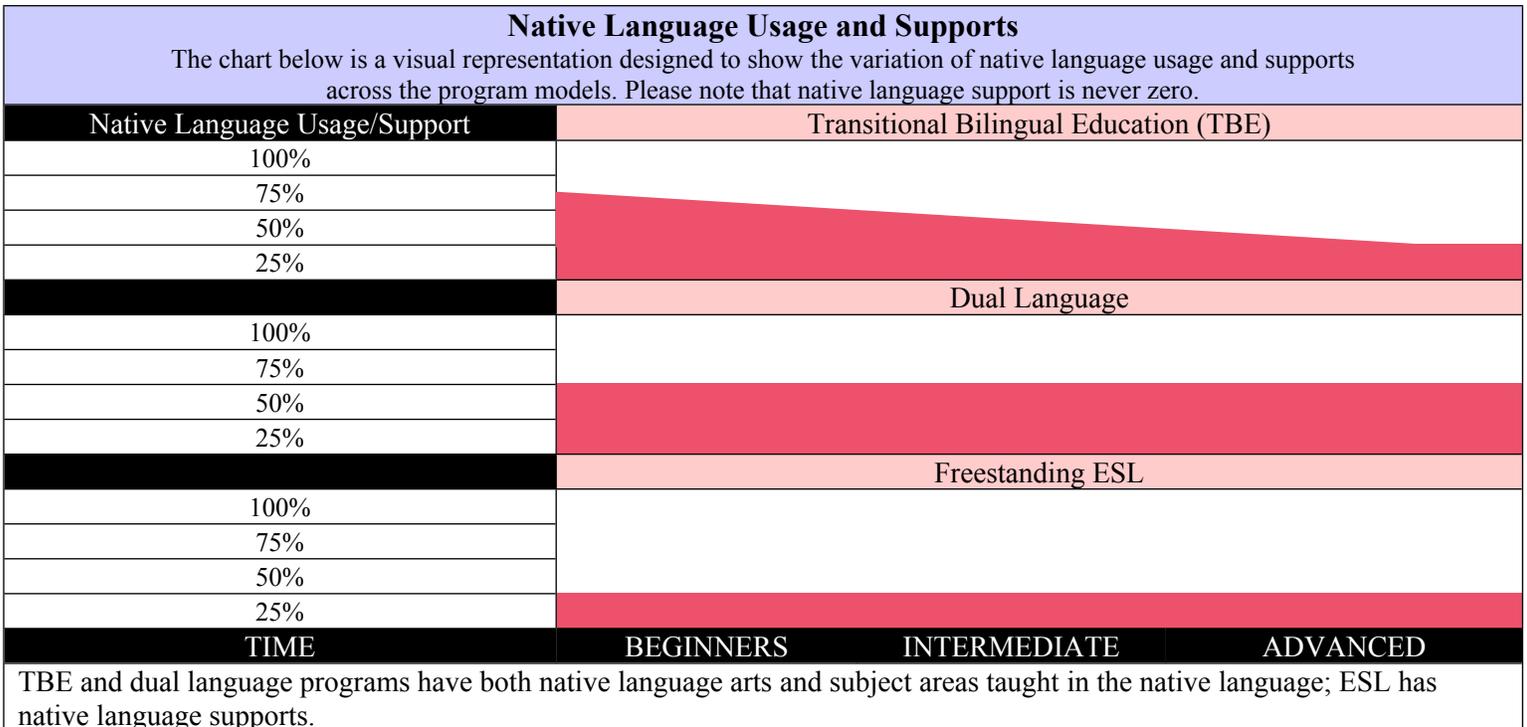
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

8. The intervention programs for ELLs in content areas are to have the students in a grade level cohort. The humanities teacher instructs during ELA and Social Studies. The ESL cohort humanities teacher is bilingual and offers support in the native language of the students. In Math and Science textbook material is provided in both English and the native language. During ELA teachers are provided the Milestones program to assist with long term ELLs. ELL students are also provided push-in services during Math and Science by the ESL teacher. SIFE and some newcomers are offered an intervention period once a week to address the needs of students. Beginners and Intermediates are focusing on building their BICS and some Intermediates and Advanced ELLs are focusing on building CALPs.

9. Students who test proficient on the NYSESLAT continue to have transitional support by being placed in the ESL cohort. The ESL cohort is provided support in the native language, and ELL teaching strategies are seen. These strategies include sentence starters, visuals, word wall, and vocabulary focus. Additionally these cohorts are provided push-in services by the ESL teacher. Students who tested Proficient continue to have testing accommodations on exams for two more years.

10. Soundview will continue to use Milestones and Rigor as a framework for instruction in the upcoming year. ALL staff and teachers will continue to be trained in a timely matter of policies and procedures for ELL students. Soundview will also be working on getting more programs, such as Imagine Learning, for interventions for ELLs.

11. There will be no discontinued programs/services for ELLs, as all programs will remain intact and strengthen in the upcoming years.

12. ELLs are afforded equal access to all school programs by having blending learnings. Students are placed in cohorts that have both monolingual and bilingual students. Students also have access to selecting an Elective class of choice. Soundview Academy offers a Scholars group which has both monolingual and bilingual students.

13. Instructional materials used for ELLs include RIGOR and Milestones. Technology resources that are used with ELLs are PBS Kids, Books on CD, Discovery Streaming, Brain Pop, and iLearn.

14. Native language support is offered in content classes, however there is no TBE or Dual Language Program. At this time ESL is the only program offered.

15. Services support the different ages and grade levels of students, as well as the resources. Classroom libraries provide High Interest Low Level text, as well as bilingual books. Milestones program also offers additional support to the different grade levels.

16. At the beginning of the school year for newcomers, Soundview Academy offers an orientation night with bilingual staff to support students and family. Students are also provided counseling support with bilingual counselor, to assist with adjustment.

17. There are no language electives offered at this time.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

sheltering English, vocabulary notebooks, grouping of levels, language objectives, etc. Teachers also collaborate on curriculum. All teachers and support staff will meet on Wednesday afternoons, during scheduled PD, to review important ELL procedures, ELL teaching strategies,

2. Teachers and students are provided support for students transitioning to middle school by offering an Orientation Night, when all new students and families are welcomed to the school. At this Orientation students will have a chance to meet their teachers and tour the new school. Bilingual teachers, and support staff, are present for students and families.

Throughout the school year, students who are new to the country, or SIFE, receive bilingual counseling to assist with the transition into middle school.

3. The 7.5 hours of ELL training for all staff, as per Jose P., is provided during the first week of in-service training. Additionally, throughout the year the ESL coordinator provides afternoon peer Professional Development. Staff will sign an attendance sheet to track the amount of ESL PD hours each teacher receives. These signature sheets will be placed on file for each staff, as well as in the ESL binder. Teachers will attend outside PD provided by the NYC DOE, when necessary, or when topics are appropriate to the teacher's assignment.

E. Parental Involvement

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

1. The Parent Association meets on a monthly basis to provide support, and be given support, at Soundview Academy. The Parent Association provides invitations and information to the ELLs families in their native language. Two parents of the current ELLs at Soundview are actively part of the Parent Association, including but not limited to PA meetings and assisting during school day hours.

2. Currently the school does not partner with other agencies or Community Based Organizations to provide workshop.

3. Parent needs are evaluated through informal meetings provided in native languages. Additionally, there are bilingual forms provided in the main office for parents to request meetings.

4. Parental Involvement activities address the needs of the parents because the activities are driven by the needs that the Parent Association collects during PA meetings monthly.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	6	3					13
Intermediate(I)							2	3	0					5
Advanced (A)							3	1	7					11
Total	0	0	0	0	0	0	9	10	10	0	0	0	0	29

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1	0	0	2
7	3	1	1	0	5
8	1	3	0	0	4
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5	0	3	0	0	0	0	0	8
7	6	0	3	0	0	0	0	0	9
8	1	0	4	0	2	0	0	0	7
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Soundview Academy</u>		School DBN: <u>08X448</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Frackelton	Principal		12/1/11
Audrey Robinson	Assistant Principal		12/1/11
Shirley Sanchez	Parent Coordinator		12/1/11
Meaghan Gribbins	ESL Teacher		12/1/11
Jose Tejada	Parent		12/1/11
William Gomez	Teacher/Subject Area		12/1/11
Michael Viau	Teacher/Subject Area		12/1/11
Rachel	Coach		12/1/11
Peters	Coach		12/1/11
Roger Ball	Guidance Counselor		12/1/11
Benjamin Soccodato	Network Leader		12/1/11
Krista Bianco	Other <u>Special Education</u>		12/1/11
Marcos Martinez	Other <u>Secretary</u>		12/1/11
Tara Joye	Other <u>Related Service</u>		12/1/11
Dione Richards	Other <u>Humanities</u>		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 448 **School Name: Soundview Academy**

Cluster: _____ **Network:**

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. Copies of the language surveys are kept in the ESL binder. Additional copies are available in individual student files. This paperwork should remain in the student's cumulative folder. In addition to this information parents are asked to fill out, and update, our Emergency Contact forms, where they must also indicate their home language preference, in written form and oral form. All documents are accessible in the Main Office. All information is submitted into ATS, and remains up to date.

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.

Currently, there are three different languages other than English spoken within our population. The languages are the following: English, Spanish, and Twi. Out of 308 students in the school 72% speak English. The data indicates that 27% of 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. 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.

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.

If a parent requests written documentation to be provided in another language other than English than information will be provided in the native language. Currently, translation services are provided from in-house translators, as the language requested is Spanish, and Soundview has bilingual staff, able to translate documents. If additional languages are requested than Soundview staff will reach out to the DOE Translation and Interpretation Unit, and request further information. At this time no other language translations for written documentation have been requested.

At this time the dominant request of written language translation is for Spanish. Soundview Academy provides bilingual flyers of upcoming events, and any other paperwork administered to families of Soundview.

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.

If a parent requests oral translations, there is bilingual staff present and available, through the guidance department, teaching staff, secretarial staff, and other staff. Currently, translation requests have been in Spanish, and the bilingual staff at Soundview speaks Spanish and English. If a parent requests oral translations in a different language, then Soundview staff will make proper and timely requests to the DOE Translation and Interpretation Unit, and request further assistance.

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 will fulfill Section VII of Chancellor's Regulations A-663, regarding parental notification requirements for translation and interpretation services. Soundview Academy utilizes the Translation and Interpretation Kit provided by DOE for information regarding Interpretation and Translation services. The ESL coordinator, parent coordinator, and secretarial staff work together to make sure all the Interpretation and Translation services are provided as necessary. In the main office a welcome sign in multiple languages is posted. The DOE, in the Translation and Interpretation Kit, provided this particular sign. Due to the fact that the predominant native language of parents in the Soundview Academy is Spanish, Soundview continues to move towards making all resources bilingual. Additionally, Soundview continues to be an innovative school with digital support to families. Soundview will continue to build a website that offers support in parents' native languages.