



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: SOUNDVIEW ACADEMY FOR CULTURE & SCHOLARSHIP

DBN: (08x448)

PRINCIPAL: WILLIAM FRACKELTON

EMAIL: WFRACK@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
William Frackelton/Tara Joye	*Principal or Designee	
Roger Ball/Dione Richards	*UFT Chapter Leader or Designee	
Ivelisse Rivera	*PA/PTA President or Designated Co-President	
Diana Ramirez	DC 37 Representative, if applicable	
Marcos Martinez	Member/ UFT	
Michelle Curiale	Member /UFT	
Petra Montero	Member/ Parent	
Yahaira Medina	Member/ Parent	
Augustine Tapia	Member/ Parent	
Tanisha Robinson	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- From Quality Review 2011-12 (pgs. 5-6), Quality Statement 5, Indicator 5.4 (corresponds to DTSDE Tenet 2: 2.3):
 - Develop a robust system to evaluate the effectiveness of teacher teams and leadership development to impact the growth of instructional leaders.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

100% percent of content teacher teams will become familiar with the Troen and Boles framework for teacher team effectiveness. Additionally, all grade level content teacher teams will participate in at least two formal observations of team meetings utilizing the rubric and develop plans for improving teaming based on these observations.

Instructional strategies/activities

- The research-based instructional strategies and activities used to achieve this goal include:
 - a) Practice and use of Student Work and Data Inquiry Protocols to insure teamwork remains focused on key student subgroups including students with IEPs and ELLs, and that focus on student data drives instructional next steps
 - b) Perform both external and internal observations of grade level content area teams utilizing rubrics for the "Five Conditions for Effective Teaming"; external observations performed by our Network and Lead Instructional Teams; internal observations provided by the team members themselves (under the direction of lead teachers and admin) and through the use of team-Intervisitations
 - c) Targets: 1) Each team will identify two (2) priority conditions based on external and internal evaluations of their teaming; 2) Each team will develop a SMART goal for each condition to achieve on or before May 2013 with clear targets to evaluate growth in their areas of focus; and 3) Each team will present to the rest of the staff the results of their Effective Teaming SMART Goals in June. This process includes the use of several Wednesday Whole Staff Professional Development Sessions to map out the work, get buy in from teacher teams, and incorporate the whole staff in the selection and use of the targets and assessments of effective teaming.
 - d) Timeline for implementation: February 2013, initial team effectiveness assessments; March 2013, team effectiveness SMART goal development; March-May progress toward team effectiveness SMART goals; June – whole staff presentation and share out of team effectiveness work

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 Tax Levy Title IA Title IIA Title III Set Aside GrantsOther-describe here:
 Central PODS Funding, FOCUS**Service and program coordination**

Coordination of fiscal and human resources with the instructional strategies/activities to achieve this goal:

Soundview Academy has continued to utilize the SBO process to develop and fine-tune a teacher-team centered program that allows for several structured weekly collaborative team meetings, as well a two-hour weekly whole staff professional development period. Specific, targeted professional development sessions will be developed by our Network Instructional Liaisons, Lead Instructional Team, and PODS teachers to develop skills and competencies specifically linked to highly effective teacher teams. Title I and Fair Student Funding, network professional development funding, school-based per session funding, and centralized PODS per session funding will be utilized to directly support this work – in alignment with NYS CCLS mandates and resources. FOCUS resources will be driven to provide per diem/session coverage for teachers to conduct walk-throughs, intervisitations and external professional development visits to maximize content team development (approximately 40 days per diem and/or equivalent per session hours for seven key content-area teacher teams – 21 teachers in total).

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation:

- From Quality Review 2011-12 (pgs. 5-6), Quality Statement 5, Indicator 5.1 (corresponds to DTSDE Tenet 3: 3.5)
 - Create rigorous protocols to analyze student work in relation to curriculum unit-and-task revisions during content team meetings.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 3.2 Enacted curriculum

____ 3.4 Teacher collaboration

____ 3.3 Units and lesson plans

X 3.5 Use of data and action planning

Annual Goal #2

100% percent of teacher teams will utilize inquiry-based protocols to deepen their ability to analyze student work and revise curriculum as needed.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.
 - a) Protocols will be used to analyze student work in relation to unit, lessons, and task revisions during units of study. **The Tuning Protocol** developed by Joseph McDonald and David Allen for the National School Reform Faculty will be utilized to facilitate the analysis of student work and instructional planning. Through this process the Critical Colleague Group provides an analysis and evaluation of pre-selected student work and provide feedback that takes into consideration the process, content and product of the teaching practice (gap analysis).
 - b) Key personnel responsible for implementing these strategies/activities are teachers, coaches, mentors, and administrators. Their responsibility is to evaluate the effectiveness of this strategy by documenting evidence of school's increased ability to effectively and efficiently analyze student work and revise curricula. Evidence would include stronger work products and curricula, as measured on the Tri-State Quality Review Rubric.
 - c) Teacher teams will meet regularly throughout the year during Common Planning Sessions, Content Team Meetings, and Grade Team Meetings to discuss revisions to curriculum, instructional planning and delivery. Changes will be evidenced by a running record of team meeting agendas and revisions to unit plans, to be shared via goggle doc with the team as well as and administration. This will allow the facilitation of the sharing of cross-grade instructional maps to ensure a planned progression of content and cognitive complexity as well as addressing potential instructional/learning gaps. This also allows for greater opportunities to design coherent courses of study in grade six through eight that align both to the CCLS and to the school's mission and goals.
 - d) January 2013, Introduction to the Tuning protocol; February 2013, Initial creation of Critical Colleague Group, Implementation of the Tuning Protocol

Process; March-May 2013, Teachers and Teacher Teams meet regularly to revise curriculum and implement best practices shared during Tuning Protocol sessions; June 2013– Evaluation of Tuning Protocol effectiveness.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: FOCUS

Service and program coordination

Coordination of fiscal and human resources with the instructional strategies/activities to achieve this goal:

Soundview Academy continues to utilize the SBO process to develop and fine-tune a teacher-team centered program that allows for several structured weekly collaborative team meetings, as well a two-hour weekly whole staff professional development period. Specific, targeted professional development sessions will be developed by our Network Instructional Liaisons, Lead Instructional Team, and PODS teachers to develop skills and competencies specifically linked to highly effective teacher teams. Title I and Fair Student Funding, network professional development funding, and school-based per session funding will be utilized to directly support this work – in alignment with NYS CCLS mandates and resources. FOCUS funds will be utilized to fund 7 teachers for 5 hours of per session for 11 sessions (approximately \$20K) to conduct our Saturday Academy (Tier II intervention) to create a more comprehensive and wrap-around six-day school week for designated scholars. In addition, FOCUS funds will be utilized to provide \$4500 in funding (\$4K for the external vendor and 10 hours of per session) to support Saturday extended learning time programming. Additionally, FOCUS resources will be provided to purchase CCLS-aligned materials to support more rigorous unit-and-task design and implementation (approximately \$5K), as well as per diem/session coverage for teachers to conduct walk-throughs, intervisitations and external professional development visits to maximize content team development (approximately 25 days per diem and/or equivalent per session hours for six lead teachers).

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Major Recommendation:

- From Quality Review 2011-12 (pgs. 5-6), Quality Statement 1, Indicator 1.2 (corresponds to DTSDE Tenet 4: 4.2)
 - Provide a greater repertoire of higher level questioning and student-to-student discussions, rigorous tasks and differentiated instruction to increase critical thinking or cognitive challenge

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies
 4.3 Comprehensive plans for teaching

4.4 Classroom environment and culture
 4.5 Use of data, instructional practices and student learning

Annual Goal #3

100% percent teachers will increase their use of higher-level questions, discussion techniques and student participation as evidenced in frequent informal observations using a research-based framework.

Instructional strategies/activities

The research-based instructional strategies and activities used to achieve this goal include:

- a) The development of department-wide instructional standards and methods for increased student accountable talk that include proper scaffolding and differentiation, sentence starters, formative and summative assessment that create numerous opportunities to develop our scholars' critical thinking skills, as evidenced by higher-level student response, more sophisticated student discussion techniques and greater student participation/facilitation in group discussions.
- b) School administration and lead instructional personnel perform formal and informal observations of the teacher use of higher-level questions, discussion techniques and student participation using a research-based rubric - and provide timely, relevant and actionable feedback to teachers; formal observations of Humanities and Arts teachers provided by Principal Frackelton; formal observations of Math, Science and Special Educators provided by Assistant Principal Joye; informal observations provided by our Lead Teacher, Dorothy Nettey, our lead network liaison, Pema Latshang, and our professional development consultants, Sarah Buxton of Literacy Support Solutions and Sebastian Mondrone of AUSSIE.
- c) Targets: 1) Our Humanities, Math/Science & Art's departments will develop a series of instructional standards and methods for increased student accountable talk through the use of discussion-based activities, student-teacher conferencing and student-led presentations; 2) Each department will develop a timeline for the development and roll out of their accountable talk initiatives to achieve prior to the end the school year; 3) Each department will determine which specific assessment devices are developed to evaluate and track student progress in this domain. This process includes the use of several Wednesday Whole Staff Professional Development Sessions to map out the work, get buy in from teacher teams, and incorporate the whole staff in the

selection and use of the targets and assessments of effective teaming.

- d) Timeline for implementation: February-March 2013, Department-wide development of content-area questioning and discussion standards and methods; March-May 2013, roll-out of department-specific questioning and discussion initiatives and assessment devices; June 2013, internal departmental evaluation and assessment of content-area questioning and discussion techniques and development for fuller implementation

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: FOCUS

Service and program coordination

Coordination of fiscal and human resources with the instructional strategies/activities to achieve this goal:

Soundview Academy will continue to utilize its School-Wide Program funding to structure weekly collaborative team meetings, as well as a two-hour weekly whole staff professional development period. Specific, targeted professional development sessions will be developed by our Network Instructional Liaisons, Lead Instructional Team, as well as our professional development partner, Rhys Daunic. Title I and Fair Student Funding, network professional development funding, school-based per session funding, and iZone Blended Learning Flexible Funds will be utilized to directly support this work. Additionally, FOCUS funds will be utilized for the purchase of digital equipment (approximately \$8K) designed to capture questioning and discussion techniques across the curriculum/grades in order to properly assess and track both teacher and student progress in this area. Additional per diem allotment of FOCUS monies (approximately 12 days per diem or equivalent per session for 4 lead content area teachers) will be allocated to support professional development in this area.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Major Recommendation:

- From Quality Review 2011-12 (pgs. 5-6), Quality Statement 1, Indicator 1.2 (corresponds to DTSDE Tenet 5: 5.3)
 - Further develop a shared understanding of rigorous instruction and performance tasks that align with the school's academic values so that all students are engaged in differentiated, challenging work. (1.2)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

Key teachers in grades 6, 7 and 8 will pilot the mastery-based tracking of personal social-emotional and life-and-career skills to solidify our school values around social-emotional literacy and turnkey to 100% of teachers at Soundview.

Instructional strategies/activities

The research-based instructional strategies and activities used to achieve this goal include:

- a) In coordination with the Office of Post-Secondary Readiness, Soundview Academy is utilizing current research to promote the development of academic and personal behaviors that help foster post-secondary preparation for our middle school students.
- b) This work is directly supported through the Academic and Personal Behaviors grant from the Office of Post-Secondary Readiness. Our SEL Committee provides the nexus for planning and implementation and includes Alisa Seidenberg (6th grade representative), Damien Cabrera (7th grade representative), Dorothy Netley (8th grade representative) and Marissa Bailey, School Counselor and committee chairperson. The work is further enhanced through a partnership with Eskolta and their direct involvement in planning and implementation of the pilot. Their liaison Alicia Wolcott meets with the team on a monthly basis and serves as an intermediary between Soundview Academy and OPSR.
- c) Targets: 1) Our teacher-mentors in the pilot will assess their scholars' current skills and create academic and social-emotional goals for the year based on these assessments; 2) Mentors will create Personalized Learning Plans (PLPs) to track our scholars' acquisition of the skills and competencies necessary to achieve their goals; 3) PLPs will include counseling services and take stock of our scholars' unique academic talents, traits and challenges; 4) On a quarterly basis, these mentors will produce formative assessments to share the progress of each scholar with his or her family, and revise goals accordingly.
- d) Timeline for implementation: September-November 2012, Development of SEL Competency Framework for Assessment; December-January 2012-13, Share Out at Affinity Group; Feb-May, SEL tracking and PLP roll out; May-June, share out with whole staff and 2012-13

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: FOCUS,
OSPR and iZone Funding

Service and program coordination

Coordination of fiscal and human resources with the instructional strategies/activities to achieve this goal:

Soundview Academy has been awarded a special grant from the Office for Post-Secondary Readiness to support this work. Additionally, Flex Funds from iZone360 have been allocated to Soundview and its partner, Eskolta, to help finance this initiative. Title I and Fair Student Funding support the creation of our Scholars Mentoring Program – where our students benefit directly. Additionally, FOCUS funds will be utilized to fund per session professional development for 8 key SEL lead teachers (approximately 64 per session hours), as well as per session for five after school lead teachers (approximately 125 per session hours) to provide afternoon extended learning time in alignment with this goal as a key Tier II intervention program.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

- From Quality Review 2011-12 (pgs. 5-6), Quality Statement 4, Indicator 4.2 (corresponds to DTSDE Tenet 5: 6.4)
 - Support teachers to develop their own skills as facilitators of adult learning and team development. Reflect on facilitation techniques in order to deepen leadership and presentation skills to further develop teacher leadership skills.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

<input type="checkbox"/> 6.2 Welcoming environment	<input checked="" type="checkbox"/> 6.4 Partnerships and responsibility
<input type="checkbox"/> 6.3 Reciprocal communication	<input checked="" type="checkbox"/> 6.5. Use of data and families

Annual Goal #5

Five Soundview Academy teachers (for ELA, Social Science, Math, Science and the Arts) will be trained as teacher leaders with responsibilities for coaching, facilitation of meetings, consolidation of key instructional data, and liaising with parents.

Strategies to increase parental involvement and engagement

The research-based instructional strategies and activities used to achieve this goal include:

- a) The development of opportunities for teacher-leaders to develop their skills as facilitators of adult learning and team development within their current content area team structure and to build capacity in the academic empowerment of our parents/families.
- b) This goal is directly served by our PODS Leadership Group that meets after school Wednesdays, twice a month. This PODS group is made up of the designated instructional leads (one from each major department). PODS Leadership will focus on further developing their leadership capacity as teacher-leaders and for future transition to school leadership roles. The PODS Leadership Group is under the direct guidance and leadership of Principal Frackelton, AP Joye, Lead Teacher Nettey and Pema Latshang of CFN107,
- c) Targets: 1) The PODS Leadership Group develops a set number of goals for teacher-leaders that include specific targets for team facilitation, team efficacy, and outreach to parents; 2) PODS teacher leaders will utilize the inquiry cycle to conduct a gap analysis of student work and expected outcomes and produce key summative data to share out with fellow teachers, administration and parents; 3) Development of concrete campaigns to increase the knowledge and ability of our parents/families (work directly with our Parent Coordinator and Leadership Program parents) to navigate the school's curricular systems and structures including Skedula and our online portal.
- d) Timeline for implementation: November-January 2012-13, Formation of PODS Leadership Group; January-March 2013, Implementation of teacher-leader targets in grade-level content-area teams; April-June 2013, Parent/Family Campaigns to Share Out Data.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: FOCUS

Service and program coordination

Coordination of fiscal and human resources with the instructional strategies/activities to achieve this goal:

Specific, targeted professional development sessions will be developed by our Network Instructional Liaisons, Lead Instructional Team, and PODS teachers to develop skills and competencies specifically linked to highly effective teacher teams. Resources will be provided to empower parent leaders to disseminate key curricular information via the Leadership Program (estimated cost \$3500) and for lead content area teachers to receive professional development, training and time to work directly with parents to strengthen school-to-home academic collaboration (approximately 18 days per diem or equivalent per session for 6 lead content area teachers).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Just Words, Wilson, Saturday Academy	Small groups, one-to-one	During the school day, and after school
Mathematics	Peer Tutoring, Tier II (skill remediation)	Small group instruction	During the school day and after school
Science	Pair Share, Peer Tutoring	Small group, peer tutoring	During the school day
Social Studies	Saturday Academy	Small group Instruction	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling, Academic/Behavior tracking sheets, Peer/Family mediation	Individual and small group	Before and during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB. Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

As a new public school serving an underserved community in South Central Bronx, Soundview Academy has developed a specialized focus in the visual and digital arts as well as offering the district's only middle school Dual Language program. In addition, we participated in Phase One of the city's Special Education Reform, recognizing the importance of offering our scholars flexible programs that adapted to their special needs.

In order to achieve such a program, Soundview Academy has been very aggressive in recruiting teachers that are highly-qualified and, often times, dual or triple certified to serve diverse instructional environments and deliver interdisciplinary curricula. Specifically, over 25% of our teachers are dual-certified in General Education and Special Education, Bilingual Education or English as a Second Language.

Our recruitment approach has been robust and multi-layered. Our long-standing relationships with Math for America, NYCDOE's Teacher Recruitment & Quality Unit, Teach for America (TFA) and Teaching Fellows program (we currently have over 8 current and former Teaching Fellows on staff) have allowed us to recruit some of the best and brightest to a high-needs neighborhood in the Bronx. By posting our vacancies on employment and career websites such as Craig's List, developing internships with various local universities (Teachers College, Fordham, NYU, etc.), we have been able to vet top candidates from their teacher training programs. Lastly, our personnel committee regularly attends citywide job fairs and utilizes the full array of New Teacher Finder resources.

Our most recent BEDS survey demonstrates that over 95 percent of our teaching staff is considered highly-qualified – a significant achievement for school in its fourth year.

High-quality and ongoing professional development for teachers, administration, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) enable our school to continue to meet the ongoing instructional needs of a diverse student population with over 40% students with special needs and/or English-language learners.

For several years, Soundview Academy has put in place as one of its major school-wide initiatives a dynamic and individualized professional development matrix for its young and diverse 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 within content and

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. As a result, 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 PIP to strengthen the partnership in support of student achievement between Soundview Academy and its families. The overall aim of this policy is to develop a parent involvement program that will ensure the effectiveness of parents and the Soundview community in our school. Soundview Academy's policy is designed to keep parents well informed by actively incorporating them in both planning and decision-making in support of their child(ren)'s education. Parents are encouraged to be active participants on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Soundview pledges to support parents and families of Title I students by:

- Providing materials and training to assist parents in working with their children to improve students' level of achievement e.g., literacy, math and use of technology;
 - Issuing access to Pupil Path via the Skedula.com On-Line Portal Grading System in order to track student progress, academic growth and areas of struggle. We also encourage parents to use ARIS Parent Link for student information.
 - Providing parents with the necessary resources and training to effectively partake in planning and decision making in support of their child's education; fostering a caring and effective home-school partnership to ensure that parents can positively support and monitor their child's progress;
 - Sharing information about school and parent related programs, meetings and other activities in both formats and languages comprehensible by parents;
 - Translating all correspondence into Spanish: flyers, e-mail, School Messenger notices, etc. are backpacked with the students and a monthly mailing is completed in both English and Spanish.
 - Providing professional development opportunities for school staff with the input 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 design is based on a careful assessment of our parents/guardians' needs inclusive of parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of our PIP 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 school personnel

in confidence.

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 PIP 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 inclusive of parents who are members of SLT, PA or PTA 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 its families. The Parent Coordinator will provide parent workshops based on the assessed needs of parents whose children attend our school and will work to ensure that our school environment is welcoming and inviting of all parents. The PC 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 assist their children at home; Workshops are also conducted on students social and emotional wellness.
- Provide opportunities for parents to support their understanding of 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; morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; Parents are permitted to schedule appointments with their child's mentor and teachers to discuss academic and social progress.

- Translate all critical school documents and provide interpretation during meetings and events as needed; For our hearing impaired families and families that speak languages other than Spanish, translation services are provided in a timely fashion via “THEBIGWORD”.
- 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 informs them of what they can do to help;

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

- Hosting 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;
- Series of Workshops (ex. Understanding your Middle School Child), Parent Teacher (Student Led) Conferences (Fall, Winter & Spring provided by the School). Arts Department Cultural Events, Art Exhibits/Showcase & Open House Events
- Monthly School Leadership, Parents Associations & 8th Grade Parents Association Meetings and Annual Title I Meeting and Safety Town Hall
- Parent Resource Center/Area or lending library; instructional materials for parents

Due to limited space we have created a small Parent Center on the 1st Floor across from the Main Office and plan to expand to a bigger space when space allocation is permitted.

- Hosting events to support men asserting leadership in education for their children as well as 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 informing them 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

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; inclusive of Ethnicity Celebrations
- 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 in the event it doesn't 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 time 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' Title I status and funded programs and their right to be involved;
- Arranging additional meetings at 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' education;
- Providing information related to school and parent programs, meetings and other activities via courier 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; Staff Members from our Translation Team fill in during these meetings/workshops/events.
- Notifying parents of the procedures to arrange an appointment with their child' teacher or other school staff member; Mentors, and parent request forms, that are placed in the main office)
- 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; workshops, appreciation dinners & breakfast, award ceremonies,

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' progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend); Parent Surveys/Questionnaires are conducted to see what times are good for parents to attend meetings and workshops

- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community; Email database, School Messenger
- Supporting parental involvement activities as requested by parents; Workshops geared towards understanding the middle school child and bullying workshops
- 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' 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; Develop a relationship with the attendance coordinator in the main office. Parent will be able to get a print out of their child's monthly attendance upon request.
- 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); Classes have been given the 100 book challenge in order to ensure that our students are English proficient and prepared for Classes The NYS ELA Exam.
- 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; Student handbook and parent handbook provided for students and parents
- Volunteer in my child' school or assist from my home as time permits; participate, as appropriate, in the decisions relating to my child' education; communicate with my child' teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; Email or phone call correspondence made by teachers and mentors
- Respond to surveys, feedback forms and notices when requested; School Environment Parent Surveys
- 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' 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; Monthly parent association and graduation meetings
- \Share responsibility for the improved academic achievement of my child; attending parent teacher conferences, scheduled meetings by teachers, progress report evaluations

III. *Student Responsibilities:*

- Attend school daily and arrive on time;
- Always make my best effort to learn
- Complete my homework nightly and submit all assignments on time;
- Follow the school's rules of conduct and take ownership for my actions

- Show respect for myself, my peers, teachers and the school's property;
- Make all attempts to resolve disagreements or conflicts peacefully;

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Nancy Scala (CFN107)	District 8	Borough Bronx	School Number 448
School Name Soundview Academy			

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

Principal William Frackelton	Assistant Principal Tara Joye
Coach	Coach
ESL Teacher Meaghan Gribbins	Guidance Counselor Marissa Bailey
Teacher/Subject Area Zuleyka Guevara/ Dual Language	Parent Ivelise Rivera
Teacher/Subject Area Helmeric Colon/Mathematics	Parent Coordinator Felicia Barnes
Related Service Provider Krista Bianco/ Special Educati	Other Marcos Martinez
Network Leader Nancy Scala	Other

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	1	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	3	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	300	Total Number of ELLs	45	ELLs as share of total student population (%)	15.00%
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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](#)

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 pedagogue 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 of NYSESLAT exams, and through meaningful rigorous instruction aligned to the Common Core Learning Standards, students will prepare for the Spring's NYSESLAT. ALL students who are considered ELL will take the NYSESLAT in May.

5. 2012-2013 is the fourth year of operation for Soundview Academy. In the last four 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 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. This year is the first year that Soundview opened a Dual Language program. Sixth grade families have been more inclined to choose the Dual Language chose and have ask to place the incoming sixth graders in the Dual Language Program.

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

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)							1							1

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1					3
Total	0	0	0	0	0	0	2	1	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	5
SIFE	5	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	3

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	0	0	0	0	0	0	0	0	0
Dual Language	4	1	2	3	0	0	0	0	0	7
ESL	24	6	5	11	0	6	3	0	1	38
Total	28	7	7	14	0	6	3	0	1	45

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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 L	EP																		
Spanish													6	19					6	19
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	0	0	6	19	0	0	0	0	6	19

**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): 19

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 19

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	11	15					38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3							3
TOTAL	0	0	0	0	0	0	15	11	15	0	0	0	0	41

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 Push-in/Pull-out ESL program. The pull out ESL classes are mixed grade levels and based upon ELL proficiency levels. Beginner and Intermediate ELLs receive eight 45 minute periods of ESL. Advanced ELLs have four 45-minute periods of ESL a week. The pull out periods are combined with sixth, seventh, and eighth grade students. The pull out ESL class is taught by Meaghan Gribbins (ESL certified/ESL coordinator) and follows an ESL, specific to civics, writing curriculum. Three 45 minute periods a week are devoted to high needs areas and follows an intervention curriculum focusing on reading; SIFE and newcomers are typically addressed during this one 45 minutes period a week. There is one cohort of 6th graders that are in Dual Language, meeting their mandated minutes by the lead humanities teacher (Zulekya Guevara) and lead math teacher (Domingo Garcia), who are bilingual certificated. An ESL teacher also pushes into math and science classes as necessary, typically one period a week. Teachers that are teaching ELLs content area have shared planning time to discuss best teaching strategies.

1b. Majority of ELL students are placed in a grade level cohort and travel together for the rest of their classes. For example, all seventh grade ELLs are placed in the 705 cohort. 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 minutes. ELLs with IEPs remain in their appropriate classroom setting, such as ICT or

A. Programming and Scheduling Information

12-1-1 and receive mandated ESL minutes as per a separate schedule. Sixth graders that are ELLs, former ELLs or whose parents' have chosen the Dual Language Program are placed in the 605 cohort. Students that have ICT or 12-1-1 setting in the sixth grade follow the appropriate class and have a separate schedule that addresses their ESL minutes. Since the Dual Language program is English and Spanish, students whose first language is other than Spanish, sit in another cohort and are provided an ESL schedule that meets the mandated minutes.

2a. The program at Soundview assures that ELLs receive the appropriate amount of ESL and ELA minutes. 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 180 minutes of ESL during the pull out ESL class.

At the current time the Dual Language class is only taking place at the sixth grade level. The mandated 45 minutes are met by the bilingually certified lead teacher. Additionally, newcomers and SIFE are pulled for an intervention ESL class three times a week. Push in services are provided twice a week by an ESL teacher.

3. On each grade level ELLs travel in the same cohort, and have the same grade level content area teachers. Bilingual teachers are strategically placed to service the ELLs. For example, in the sixth grade side there is a bilingual math/science teacher and a bilingual humanities teacher servicing the Dual Language class, as well as the students who are not placed in Dual Language but are ELLs; they sit in a different cohort that is still instructed by the same teachers. In the seventh grade the humanities teacher is bilingual. In the eighth grade the science teacher, social studies, film, and math teacher are bilingual. Soundview Academy promotes the use of translanguaging, through using translated worksheets and allowing students to express themselves in their native language. In 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. Teachers access the native language when assigning homework and speaking to parents, as to offer appropriate amount of support to the families of native languages other than Spanish.

4. By having bilingual 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. Teachers administer the WRAP assessment when necessary to assess the student's native language proficiency.

5a. SIFE students receive ESL through writing for 8 periods a week, and have 3 reading intervention pull-out periods. Instruction is differentiated by focusing on BICS during reading intervention, as well as phonics through the study of civics. RIGOR program is used during the intervention class to guide instruction and curriculum.

5b. Newcomer ELLs typically receive 8 periods a week of ESL through writing, and have 3 reading intervention pull-out periods. During the ESL through writing students will develop their BICS and CALPs through a specifically designed curriculum that targets the needs of the ELL population at Soundview. Each lesson is designed to meet the needs of all students and provide multiple access points for students to acquire the necessary materials. Multiple access points includes multiple reading levels of text, chunking of text, guided questions to reading, sentence starters, graphic organizers, differentiation of pacing, grouping and pairing, and small group instruction. The ESL curriculum focuses on writing and non fiction reading that will prepare students not only for the NYSESLAT but the ELA as well. If a 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 4 periods of pull-out ESL. The advanced curriculum will be ESL through writing, focusing on writing with the use of non-fiction text, preparing students for the NYSESLAT and the ELA. The curriculum will be differentiated and will have independent studies where students will be expected to practice the skills taught during instruction. The skills will be taught with multiple access points, scaffolding, and at a pace appropriate to the needs of the class. Students that are at risk of becoming Long Term ELLs will attend Saturday Academy where they will focus on the skills needed to take the NYSESLAT.

5d. Long term ELLs who have completed 6 years of ESL will follow an Advanced ESL schedule. These ELLs will receive 4 periods of pull-out ESL. During the four periods of ESL students will follow the ESL through writing curriculum. Students that are long term ELLs will also be invited to attend Saturday Academy as an additional support. Saturday Academy will focus on taking the NYSESLAT and the skills needed to test Proficient. Long Term ELLs will focus on the modality that they show the most struggles with (typically reading and writing as shown by the AMAO scores for Soundview Academy).

A. Programming and Scheduling Information

6-7. The needs of ELLs-SWD are met through differentiated instruction and flexibility of scheduling. ELLs-SWD will remain in the appropriate class setting, as designated by their IEP. They will receive four periods of ESL; as the majority of ELLs-SWD at Soundview happen to have tested Advanced. By receiving the four periods of ESL students will meet the mandated minutes of ESL. Instruction and curriculum will be differentiated to meet the needs, offering multiple access points for students to understand the material. Both the ESL coordinator and the Special Education coordinator will work together to develop educational plans that meet both the language and academic needs of ELLs-SWD. By keeping students in their appropriate classroom setting during daily instruction, with pull-out services of ESL will provide students with 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		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

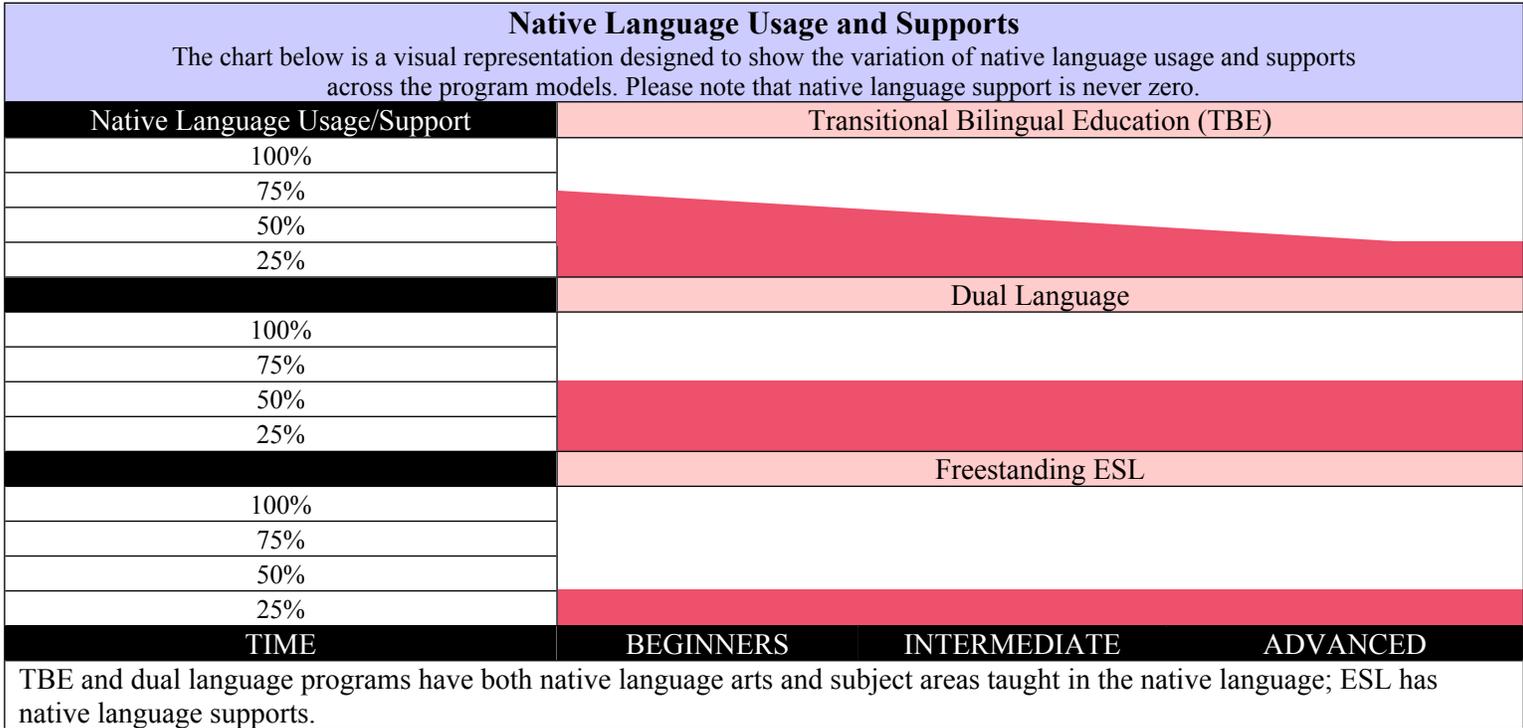
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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
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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 keep the students that are ELLs in the same cohort to provide the appropriate amount of push-in and pull-out support. Additionally, the teachers that are servicing these cohorts meet weekly with the ESL coordinator to discuss practice of best teaching strategies and develop target plans for individual students. Bilingual content teachers are strategically placed to teach the cohorts that include ELLs.

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 analyze and make necessary improvements in our ESL and Dual Language program. In the 2013-2014 school year Soundview will expand the Dual Language Class to the 7th grade and welcome a new 6th grade Dual Language Class. Soundview Academy will also continue to develop the ESL Adult class and additional services, including bilingual after school classes. Additional push-in services will be considered. Soundview is also discussing the integration of a native language class.

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. Soundview Academy offers a Scholars group which has both monolingual and bilingual students. Students participate in a physical education/health class that is shared with multiple cohorts, providing a blending of bilingual and monolingual students. ELLs are offered a bilingual after school math program. ELLs who are performing at level 3 or higher on Math exams in the 8th grade are provided the opportunity to be placed in an advanced Math class. Additionally, all ELLs have equal access to after school programs and activities, as information is provided in both languages.

13. Instructional materials used for ELLs include WRAP, Hot Topics, Discovery Math, Content Ready for the NYSESLAT and Beyond, RIGOR and Milestones. Technology resources that are used with ELLs are PBS Kids, Books on CD, Discovery Streaming, Brain Pop, Achieve 3000 and iLearn.

14. Native language support is offered in content classes through translanguaging. There is limited native language support in the ESL program as this is an English only model. In the Dual Language Class the native language is supported/taught through content. There is no bilingual classes at this time. There is excessive use of scaffolding and when necessary native language will be used as a support with scaffolding. Translanguaging is used on the spot with bilingual teachers support, as well with translated directions of assignments, including assignments that are sent home in order for parents to access student expectations.

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. Support services, such as counseling, are provided in native language for newcomers and SIFE students. Outside bilingual speech services are provided to

students who are in need. Additionally, IEP meetings are provided with a translator and language support when necessary.

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. Newcomers that test into ESL and mandated to have ESL services are placed in the ESL through writing class, as well as the intervention ESL class. As students become more comfortable with the use of the English language and the American culture students will be transitioned out of ESL intervention but will remain in the ESL through writing class.

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?
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)?

1. Dual Language at Soundview is currently offered only in the sixth grade. 50% of the target language is used for EPs and ELLs in this classroom. 50% of the time is taught in English and the other 50% is taught in Spanish.

2. The sixth grade Dual Language class has been created in the 605 cohort, having all EPs and ELLs intergrated for all content areas. Some ELLs are pulled out for ESL services, as stated in the ESL section of this policy. Students are integrated for all content areas, however, arts and physical education are not taught by bilingual teachers at this time. Students are also intergrated with other cohorts for physical education.

3. The Math/Science and Humanities Dual Language teachers are bilingual and support the 50/50 model. Dual Language teachers and ESL coordinator work together to provide the appropraite amount of instruction in each target language. A calendar is creating in the beginning of the year that allots the appropriate amount of time in each language to assure each language is used 50% of the time.

4. The Dual Language class has two teachers that follow the language schedule decided by the Dual Language team. This would appear to be a self-contained dual language class, however students travel from classroom to classroom and change teachers according to their content, which resembles a side by side model. The content teachers must be bilingual for this program. An example of this program would be as follows; If Monday is an English day then the humanities teacher, math/science teacher, and students would be speaking in English and material would be provided in English.

5. In the current dual language class there are multiple levels of langauge proficiency in both English and Spanish. Students are taught at the level of language that they have. Multiple access points of instruction are provided in both languages at the levels that are appropriate for each student. There is differentiation seen on all levels in both languages. Both languages are taught simultaneous at the appropriate level on the appropriate language day.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers and support staff at Soundview Academy are given a Professional Development day during a week long summer in-service training. At this time the ESL coordinator, Meaghan Gribbins, provides all staff with a peer professional development. Professional development continues with the teachers that work with the ELL population, by having weekly ESL cohort grade meetings. During cohort meetings Ms. Gribbins turn-keys PD on best teaching practices for ELLs. These best teaching practices include sheltering English, vocabulary notebooks, grouping of levels, language objectives, etc. Teachers also collaborate on grading and promotional criteria for ELLs. 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.

The counseling department and the ESL coordinator plan day trips, weekend trips and evening trips for 8th grade ELLs to tour high schools, attend open houses, or attend high school fairs. ESL coordinator will arrange for high interest highschools to come to Soundview to offer presentations and information about the particular high 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. Additionally, Soundview Academy has created and offered an Adult ESL class on Saturdays. Parents of ELLs are invited with priority and then any additional seats will be offered to other parents in the community.

2. Currently the school does not partner with other agencies of Community Based Organizations to provide workshop. However, the counseling department at Soundview provides workshops for parents and the community. The ESL coordinator also provides Adult ESL classes.

At this time the ESL coordinator has paired with Teacher's College at Columbia, which entails a teaching resident as an additional support to the community, and provides the opportunity to future growth with partnering with outside organizations.

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. Currently the needs of parents have been to receive English, in response Soundview Academy has created an Adult ESL class for Saturday Academy.

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)							5	6	7					18
Intermediate(I)							2	2	3					7
Advanced (A)							8	2	6					16
Total	0	0	0	0	0	0	15	10	16	0	0	0	0	41

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	7	0	0	11
7	5	2	0	0	7
8	5	2	0	0	7
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	3		7		1		0		11
7	3		4		0		0		7
8	5		4		1		0		10
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

1. 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. Additionally, ELLs are assessed using Milestones and RIGOR. These assessments are used to drive future instruction.

2. The NYSESLAT provided insights that ELLs display lower proficiency levels in Reading and Writing. Due to the high demand of reading and writing an ESL curriculum will be developed focusing on writing with support from non-fiction text. There were also some students who had low proficiency levels in Listening and Speaking. Instruction for these students will have time focused on building vocabulary and listening skills.

3. Instructional strategies in all ESL classes will focus on building writing and reading skills. There will be instructional time dedicated to improving speaking and listening skills. These instructional strategies will include leveled grouping/pairing, activities that build language skills; such as role playing, leveled text will assist with reading skills, sentence starters and graphic organizers will assist with building writing skills. Instructional strategies will scaffold the lessons being taught within units.

4a. Soundview Academy does not have a bilingual program, therefore students are not tested in their Native Language. Students are provided the state Mathematics and Science exams in their native language. Newcomers and SIFE students utilize the native language exam more so than the English exam. Students are provided both languages on exams in their content classrooms as well.

4b. This year Soundview Academy students completed the periodic assessment. The ESL coordinator utilizes both the periodic assessment and the 2012 NYSESLAT scores to understand where each student needs to make progress.

4c. The NYSESLAT has shown that most students struggle with reading and writing proficiency, this has guided the curriculum of the ESL program to focus on writing with research based information. Additionally, the data has influenced the enrollment of programs such as Saturday Academy and Intervention class. Students that need increased practice with spoken and listening will receive this through additional differentiation.

5a. Soundview Academy uses a placement exam in Spanish to determine if a student is eligible for the Dual Language Class. This is used because there is no feeder school at this time. All students including ELLs are periodically assessed in their native language using the WRAP series. Additional assessments are used for students throughout the year on testing their English Proficiency, including Just Words, DRA, running records, pre/post unit exams, etc.

5b. The language level of the target language, Spanish, is varied throughout the one class of Dual Language. Students that are considered EP range in their Spanish proficiency with some being on level or above, and many more, including ELLs, are performing below grade level in the target language.

5c. EPs are performing at, or above their peers on State Exams. There are some students in the Dual Language class that are performing below their peers, and have not made appropriate gains on the State Exam. This is the first year of Dual Language and we look forward to the continued tracking of both EPs and ELLs that sit in the Dual Language Class.

6. Our AMAO report is used to guide, not only our ESL curriculum, but as well our ESL program. Our AMAO report has allowed us to use

the information to determine additional instruction or support that is needed not only with ESL but with content area programs. To determine the success of Soundview Academy's program for ELLs, the NYSESLAT is evaluated annually. ELLs are continually assessed in the ESL program, using pre/post assessments, informal teacher conferences, periodic assessments, RIGOR and Milestones assessments. These assessments will determine growth in the four modalities. Additionally, informal assessment is used to assess the program for ELLs. Informal assessments include, running records, individual conferences, and classroom participation.

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.

Our AMAO reports have more information on data.

Our Title III report explains the additional programs we have for ELLs, including Saturday Academy and ESL for Adults.

Our Extension of Services report includes programs that are used for long term ELLs.

Our Dual Language grant proposal explains in details our theory and practice of Dual Language.

Our Language and Translation report includes information on our school wide policies for our students and community.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Frackelton	Principal		2/15/13
Tara Joye	Assistant Principal		2/15/13
Felicia Barnes	Parent Coordinator		2/15/13
Meaghan Gribbins	ESL Teacher		2/15/13
Ivelise Rivera	Parent		2/15/13
Zuleyka Guevara/ Dual Language	Teacher/Subject Area		2/15/13
Helmeric Colon/Mathematics	Teacher/Subject Area		2/15/13
	Coach		2/15/13
	Coach		2/15/13
Marissa Bailey	Guidance Counselor		2/15/13
Nancy Scala	Network Leader		2/15/13

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dione Richards	Other <u>ESL certified</u>		2/15/13
Marcos Martinez	Other		2/15/13
Krista Bianco	Other <u>Special Education</u>		2/15/13
	Other		1/1/01

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Soundview Academy

DBN: 448

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 45

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 7

of certified ESL/Bilingual teachers: 3

of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: The increasing number of English Language Learners at Soundview Academy has led to the necessary increase of Direct Instruction Supplemental Programs. English Language Learners need to perform at grade level and meet the appropriate Common Core Learning Standards, as well as develop their language proficiency. Exposure to multiple resources and instruction will meet the needs of our English Language Learners.

ELLs at Soundview have performed below 2s on the Math State exams and have limited understanding of primary Math Skills in both their native language and English. Majority of our ELLs native language is Spanish. ELLs who are SIFE or have shown low performance on the State Math exam will receive Bilingual Spanish Math Instruction on Fridays for an hour and half. A Bilingual Math teacher with the necessary support of the ESL teacher will provide instruction. The teacher will use destination math to guide instruction.

In order to increase English Proficiency level, English Language Learners will participate in an ESL Saturday School from the fall to the spring. The supplemental program will concentrate on increasing Basic Interpersonal Communication Skills and Cognitive Academic Language Skills necessary to successfully participate on the state exams. After the inquiry team analyzes the AMAO (Annual Measurable Achievement Objectives), the team will determine the students that are being targeted by a supplemental program on Saturdays. Long term, SIFE, and newcomers will attend Saturday School from 9am until 1pm. Students will spend half of the time (9am - 11am) in ESL and the other portion of time (11am-1pm) will be spent on Math. ESL instruct will be provided in English by TESOL certified teacher. Math instruction will be provided by content area teacher. Math teacher will utilize Everyday Math and Connected Math to facilitate Math instruction. ESL teacher will utilize Milestones, and technology resources to teach the English Language. Getting Ready for the NYSESLAT and Beyond will also be used to give students exposure to the set up of the NYSESLAT. Direct Instruction Supplemental Program will begin in November and continue until May.

Part C: Professional Development

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

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

Begin description here: Rationale: Many different teachers throughout Soundview Academy are teaching English Language Learners. By creating a strong team of teachers that can provide best instruction through the development of teaching methodology will benefit the growth of English Language Learners on performance based tasks.

Part C: Professional Development

For ongoing professional development teachers will participate in a study group quarterly. These study groups will focus on topics directly related to and benefiting the ELL population at Soundview. Topics will include but are not limited to (depending on the needs of students) Differentiated Instruction for ELLs, Teaching the SIFE student, Supporting the ELL parent and family, Long Term ELLs, Special Needs ELL. Teachers included in these ELLs will be humanities teacher servicing ELLs, Math/science teacher servicing ELLs, Dual Language teachers, special education teachers servicing ELLs, bilingual teachers, and TESOL teacher.

Humanities teachers and Math/Science teachers servicing ELLS will attend two Professional Development series annually offered by the OELLS. One will be in the fall and the other in the spring. Professional Text that will be used:

English Language Learners in the Mathematics Classroom written by Debra Coggins, Drew Kravin, Grace Davila Coates, Maria Dreux Carroll.

Dual Language Instruction: A handbook for Enriched Education written by: Nancy Cloud, Fred Genesee, Else Hamayan

Teaching English Language Learners: What the Research Does - and Does Not - Say written by Claude Goldenberg.

Promising Assessment Practices for English Language Learners with Suspected Disabilities written by: Margo Gottlieb, Ph.D. & Cristina Sanchez-Lopez M.S.

Language Differences or Learning Difficulties: The work of the multidisciplinary Team written by: Spencer J. Salend & AltaGracia Salinas

Response to Intervention and the English Language Learner written by Dr. Criselda Guajardo Alvarado

Part D: Parental Engagement Activities

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

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

Begin description here: Rationale: Soundview Academy has entered its fourth year. The ESL program and Dual Language program have continued to develop and strengthen. As our bilingual families continue to enter our school we intend to support them as necessary. Parents of our ELLs have requested ESL courses for Adults. These classes would service our community as a whole and close the gap between school and home. Soundview strives to keep the commitment to parents.

By offering a twelve-week ESL course for Adults will give parents the opportunity to learn the English language allowing them to develop as a bilingual individual and be able to support their students with the development of the English language. The TESOL teacher will provide instructions on Saturdays for two hours in English. The program will start in January and run until April.

The TESOL teacher will provide additional support to the Guidance Department and Parent Association to provide ELL specific topic workshops. These will include topics "The ELL and high school", "Testing taking for ELLs" and "ESL 101".

Parents will be notified with bilingual letters home and invitations. Parents will be invited to all events with bilingual letters. Additionally, bilingual translations will be provided at all events from Parent Association or other bilingual members of the Soundview Team.

Part D: Parental Engagement Activities

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Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		