



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: VISTA ACADEMY

DBN (i.e. 01M001): 19K661

Principal: DIA N. BRYANT

Principal Email: DBRYANT5@SCHOOLS.NYC.GOV

Superintendent: JOYCE STALLINGS-HARTE

Network Leader: MARLENE WILKS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dia Bryant	*Principal or Designee	
Curtis Smith	*UFT Chapter Leader or Designee	
Delores Maldonado	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Treena Hall	Member/ Teacher	
Monica Kelly	Member/ Teacher	
Marvin Walker	Member/ Teacher	
Elaine Steverson	Member/ Parent	
Angie Garcia	Member/ Parent	
Vanessa Gonzalez	Member/ Guidance Counselor	
Ishmael Maldonado	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, selected literacy standards supports instruction in all other content areas to increase the frequency and precision of argument writing for scholars, based on grade level expectations outlined in the CCLS and measured by scholars improved performance on formative and school-based summative assessments in respective subject areas.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The data that supports the need for this goal is multi-faceted. The median score on the 2012-2013 New York State English Language Arts Exam was 1.76 for students with disabilities and the 2.15 for vista scholars overall. Additionally, baseline-reading levels show that 54% of our scholars have a Fountas and Pinnell reading levels of R and S, which correlates to 1-2 years below grade level. Finally, in our baseline writing samples, scholars showed a deficit in supporting information with details from the text.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy #1- Educators will implement research based resources and strategies during instruction to support scholars individual academic needs.

1. **Activity-** All students will be exposed to and use various resources and/or strategies: Words to Go Vocabulary Program, Wilson Just Words, Strategic Reading, My On reading program, Thinking Maps, writing on demand, and use of specific literacy strategies across all content areas (RAD, Challenge-Confirm-Extend and RACE)

Strategy #2 Educators will participate in professional learning opportunities to improve their teacher practice and content knowledge

2. **Activity-** Educators will receive professional development on researched intervention programs and strategies from Generation Ready literacy consultants, Network 209 professional development, and other school-based professional development.

Strategy #3 The school will provide intensive academic interventions for scholars during extend learning time based on scholar's assessment data.

3. **Activity-** Educators will identify, select, and adapt high quality rigorous tasks that are aligned to CCLS (formative and summative); align instruction to reflect the rigor of the tasks; assess students; analyze students' performance on assessment tasks; adjust units and lessons; and identify groups for targeted intervention based on assessment data.
4. **Activity-** Instructional Leadership Team will meet bi-weekly to assess students' performance on interim assessment; track student performance; and adjust curriculum and intervention groups as needed.

B. Key personnel and other resources used to implement each strategy/activity

1. The principal, T. Hall (Staff Developer), M. Romero, M. Corenthal
2. The principal, all Educators, AUSSIE Consultant (Literacy), and CFN 209
3. Principal, Instructional Leadership Team, Vista Educators, Achievement Network: Interim Assessment Results
4. Principal, Instructional Leadership Team, and Vista Educators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Strategy #1

Improvement in the quality of scholar writing as measured by the Vista Academy Argument writing rubric; increased use of the vocabulary

words and strategies learned in the program; increased fluency in reading and an increase in the reading levels of specific scholars.

Strategy #2

Work logs from literacy consultants and Network professional developments, short frequent observations reflect a shift in teacher practice as documented in by teachers rating in Advance system, and observed classroom instruction provides explicit process for argument writing (clear directions, planning process and execution).

Strategy #3

School-based interim assessments and other related benchmark assessment results indicate that at least 85% of the students provided with targeted intervention have shown improvement in their ability to use language with more precision. The data will show that these scholars can create strong arguments and provide appropriate details and text-based evidence to support their arguments; can create viable arguments in mathematics to make and support a claim; and demonstrate overall sophistication in their written or verbal presentation.

D. Timeline for implementation and completion including start and end dates

Strategy #1

- Beginning in September 2013 and ending in June 2014 researched based resources and strategies are implemented daily.

Strategy #2

- Beginning in August 2013, staff will receive a minimum of one hour of professional development weekly.

Strategy #3

- By end of September 2013, all students will complete CCLS aligned baseline assessment. Content specialist will meet weekly with other teachers to identify and select tasks that are appropriate to reflect the goal and Instructional Leadership Team will meet bi-weekly to ensure that best instructional practices are implemented in order to meet the overall goal.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategy #1

- Tax Levy Funding: Purchase of a consumable text for all Vista Academy Scholars
- Title I/Targeted Assistance: Purchase of Wilson Just Words Program
- No Funding Necessary: Strategic reading is for all scholars at least once per week. Scholars read shared reading or high-interest texts and respond to specific prompts about their reading. Additionally, educators work (guided reading) with a specific group of scholars that need additional support.
- NYSTL/SIG Funding: Scholars have access to the program on electronic devices both at home and at school. Educators can track scholars' progress using the reports that are generated in the program.
- Title II Grant: Thinking Map professional development and texts

Strategy #2

- SIG Funding: The AUSSIE literacy consultant does side-by-side coaching once weekly for a total of 25 weeks.

Strategy #3

- SIG Funding OAPR Allocation, Select scholars will attend Saturday Academy in an effort to support their needs and increase their proficiency in reading levels and literacy skills.
- SIG Funding, ARRA RTTT Data Specialist Funding

Comment [DCW]:

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are invited to keep track of their scholar's performance using Skedula. This is a platform for communication between parents and educators. In addition, Skedula allows parents to identify scholar's strengths and weaknesses in each unit's targeted Common Core Learning Standards. Finally, parents are invited to attend monthly Parent Association meetings where we discuss the demands of the CCLS standards

and how parents can support their scholars at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NYSTL

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teacher effectiveness will improve by developing a shared understanding of the domains and the critical attributes in the components of the 2013 Danielson's Framework for Teaching as evidenced in teachers all teachers moving towards effective of highly effective as documented in informal observations; professional collaboration; classroom visits and internal measures of student learning.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There are eight educators on staff, and five of the eight educators are within their first two years of teaching. The remaining educators are not well versed in the understanding of what determines high level of teacher effectiveness as outlined in the Danielson's Framework For Teaching. Given the unfamiliarity of the requirements and the experience of the teaching staff, it is necessary to spend time developing a clear and shared understanding of the expectations set by the rubric. Specifically, on initial observations 90% of educators fall into Ineffective or Developing on the HEDI scale for Designing Coherent Instruction (1e), Questioning and Discussion (3b) and Engagement (3c).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy- All educators will participate in professional development that informs them how to shift their teaching practices in order to become at least effective as rated by the HEDI scale.

- Activity-** - All teachers will complete a self-assessments checklist in all the components of the Danielson's rubric at the beginning of the school year.
- Activity--** All teachers will engage in at least three hours of professional development using the Framework as a guide on a monthly basis. The targeted components to be study school wide are components 1e, 3b, 3c and 3d that are considered high advantage for our school.
- Activity--** Each teacher will receive a minimum of three classroom observations to observe their performance as it relates to components 1e, 3b, 3c, and 3d.
- All teachers will engage in a post self-assessment and through one-to-one discussion with the principal identify areas of growth and areas for continued improvement.

2. Key personnel and other resources used to implement each strategy/activity

- Teachers
- Principal, Achievement Coach: Feedback, Articles, Videos, Readings, artifacts gathered from classroom observation and student work
- Principal, Network school's liaison and the Talent Coach
- Principal and Vista Educators

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teachers complete self-assessment and use rubrics to objectively assess their individual level of performance
- Individual teachers show improvement in their practice as they gradually move from Ineffective to Effective or Highly Effective as

evidenced in the improved quality of their lesson plans and lesson delivery; their sharing of best practices; and their ability to identify their strengths and challenges with certain indicators and take direct steps to improve.

3. Principal's tracking system of educators' progress, growth evident in Advance and educators' reflections
4. Self-Assessment is accurately aligned to practice and reflective of actual performance.

4. Timeline for implementation and completion including start and end dates

1. By the end of September 2013, all teachers would have completed their self-assessment and working with the principal develop goals for improvement
2. Beginning September 2013 and ending June 2014, all teachers will engage in at least three hours of professional development on a monthly basis. Weekly professional development beginning September 2013- June 2014
3. Beginning in September 2013 and ending in May 2014, all teachers will be observed informally, a minimum of six times, with at least three of these observations focusing on the components selected for this goal.
4. By the end of June, all teachers would have conducted their post self-assessment; met with the principal to discuss strengths and challenges and begin to work on a plan for continued growth.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No funding necessary
2. SBO for 50 minutes weekly meetings
3. No funding necessary
4. Citywide Instructional expectation funding for teachers to attend professional development

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent coordinator will conduct workshops for parents pertaining to the instructional shifts and the CCLS standards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all scholars will be engaged in Common Core aligned units of study in Mathematics that explicitly incorporates interactive inquiry-based performance tasks.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the 2012-2013 New York State Mathematics Exam, 66% of our incoming sixth graders scored at Level 1. Additionally, our school baseline mathematics results indicate 54% of our scholars are performing below grade level in mathematics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy #1- All students will have multiple opportunities to engage in interactive tasks, with support where needed

1. Activity- All scholars will take a minimum of three interim assessments from Achievement Network, and complete at least three interactive

performance tasks.

2. Activity- All educators working with members of their teams will assess students and evaluate their performance using the ORID protocol; create small groups based on the data gathered, provide additional scaffolds during class; and provide additional needed intervention during the extended day, after school and on Saturdays.

Strategy #2 Educators will participate in professional learning opportunities to improve their teaching practice and content knowledge

3. Activity- Educators will receive professional development on researched-based intervention programs and strategies from Generation Ready, literacy consultants, Network 209 professional development series, and in-house school professional development.

4 Activity- All math educators will meet bi-monthly with the principal to identify, select, and adapt high quality interactive tasks that are rigorous and aligned to CCLS (formative and summative). They will align instruction to reflect the rigor of the tasks; assess students; analyze students' performance based on assessment results; adjust units and lesson plans; and identify and group students for targeted intervention with the support of the science teachers.

2. Key personnel and other resources used to implement each strategy/activity

Strategy #1

1. All math educators use various resources aligned to the CCLS such as Ready Mathematics, Connected Math, and CMP3
2. Teacher team will use ATLAS protocol to look at student work and implement changes in lesson and unit plans

Strategy #2

3. The principal, math and science educators, Generation Ready consultants, and CFN 209 Achievement Caches
4. The principal and all educator teams will use data derived from Achievement Network, in house assessment and compile data through the use of Skedula, and Hess's matrix of rigor

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Strategy #1

1. By June 2014, the math team and principal will have written inquiry based performance tasks aligned to Vista Academy's mathematical unit plan and based on student's responses to open-ended questions and performance-based tasks aligned the CCLS units.
2. Educators use formative assessments aligned to the CCLS to group students based on academic needs. Achievement Network assessments will be used to track students' progress in extended day and Saturday school.

Strategy #2

3. Work logs from Generation Ready and Network professional developments; short frequent educator observations reflect a shift in teacher practice as documented in by teachers improved rating in the Advance system.
4. By June 2014, the principal and math team will have completed four data cycles with document changes to inform instruction and adjust the curricula. During Re-Engagement week, teachers' lesson plans will reflect a shift in instructional practice based on student data (formative and summative assessments). Finally, math and science teams will have collectively written and implemented interdisciplinary inquiry based performance tasks.

4. Timeline for implementation and completion including start and end dates

Strategy #1

1. Beginning in September 2013 and ending in June 2014, students will complete a minimum of three interactive performance tasks
2. Beginning in November 2013 and ending in June 2014, educators will use assessment data to form after school and Saturday school classes.

Strategy #2

3. Beginning in the summer of 2013 through June 2014, educators will receive professional development in house from Generation Ready consultants and CFN 209 achievement coaches

4. Beginning September 2013 through June 2014, all math teachers will meet weekly and math and science teachers will plan monthly from December 2013 through June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategy #1

- Small group instructions occurs on a daily basis with students who have been identified as needing additional guidance by the content teacher; Extended Day provides students with two days of additional support, specifically students who have performed on Level 1 or Level 2 on the Spring 2013 math and English state assessments, respectively. Saturday Academy: January – May; every Saturday scholars will attend school from 9 AM to Noon with the exception of holidays and vacations.
- SIG Funding - During IA’s student programs are adapted to reflected testing demands and modifications for students with IEPs

Strategy #2

- Tax Levy - Planning occurs on a bi-monthly basis and no funding necessary for educators’ weekly meeting where they engage in the ATLAS protocol for looking at student’s work.
- Tax Levy - Collaborative meetings are held two Sundays a month to delve into CCLS.
- SIG Funding- Mathematics AUSSIE consultant

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parents are invited to keep track of their scholar’s performance using Skedula. This is a platform for communication between parents and educators. In addition, Skedula allows parents to identify scholar’s strengths and weaknesses in each unit’s targeted Common Core Learning Standards. Finally, parents are invited to attend monthly Parent Association meetings where we discuss the demands of the CCLS standards and how parents can support their scholars at home.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6.

4. Timeline for implementation and completion including start and end dates

- 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 5. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 6. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 6.
- 8. Timeline for implementation and completion including start and end dates**
 - 1.
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.					

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Overage scholars: Scholars who are overage for grade 6 and have difficulties with reading and writing are working with educators after school once per week. Additionally, scholars are attending Saturday Academy and Intensive Instruction during holiday break. These sessions also include students who received a level one on the 2013 New York State assessment, but did not have the opportunity to attend summer school.	Small group tutoring, Assistive technology and the use of MyOn and Just Words to support scholars' success in the CCLS	After school, Lunch and weekends
Mathematics	Borderline Scholars: Addressed scholars that are on the cusp of a new performance levels. For example, scholars who have performance levels similar to 1.96, 1.82, and 2.96 are seen once per week for 2 hours of intensive math work. Additionally, scholars are attending Saturday Academy and Intensive Instruction during holiday break. These sessions also include students who received a level one on the 2013 New York State assessment, but did not have the opportunity to attend summer school.	Math educators work with the scholars after school once per week after school to support their performance. Additionally, educators see targeted scholars during lunch periods and extended day.	During the day, after school, on Saturdays and during holiday breaks.
Science	Students with Disabilities: Focus on reading informational texts, and providing opportunities for scholars to organize information that has been extracted from the text.	Small group tutoring.	During school and lunchtime.
Social Studies	Students with Disabilities: Focus on reading informational texts, and providing opportunities for scholars to organize information that has been extracted from the text.	Small group tutoring.	During school, lunchtime and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Retained Students are being seen by the School Psychologist at risk to support their success.	One-to-one	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> Forming hiring committee (made up of administrators and teachers), which creates the hiring protocols, conducts interviews, and evaluates demonstration lessons. Attending middle school hiring fairs In-house referrals Teacher input to professional development calendar Teachers delivering professional development

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> AUSSIES weekly for over 30 weeks in both math and ELA. The administration, Peer Instructional Coaches, and teachers designed the yearlong professional development plan with the Danielson Framework for Teaching. Peer Instructional Coaches conduct weekly New Teacher Mentoring sessions. Administrators provide frequent feedback sessions using the Danielson Framework for Teaching Teachers attend professional development sessions on the Danielson Framework for Teaching Teachers use the Framework for Teaching to turnkey professional development

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> Title I: technology, professional development, per session, consultants, STH, OTPS (general supplies/technology supplies Title III: translation coordinator, supplies, per session, translation glossaries

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Currently targeted assistance is supporting our subgroups by providing additional reading supports, mathematical fluency and writing efforts. Educators support specific subgroups by participating in Small Group Instruction.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Currently, our pullout services target scholars who are borderline in specific content areas or express a significant academic

need. All additional supports happen within the classroom during the school day. Specifically, educators funded with TA are working with our reading program and providing math support during lunch and after school.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 661
School Name Vista Academy		

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

Principal Dia Bryant	Assistant Principal type here
Coach Treana Green-Hall	Coach type here
ESL Teacher type here	Guidance Counselor Vanessa Gonzalez
Teacher/Subject Area Mallory Romero	Parent type here
Teacher/Subject Area type here	Parent Coordinator Raquel Gonzalez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	115	Total number of ELLs	13	ELLs as share of total student population (%)	11.30%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1							1
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	10			1			2			13
Dual Language										0
ESL										0
Total	10	0	0	1	0	0	2	0	0	13

Number of ELLs who have an alternate placement paraprofessional: 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							13							13
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	13	0	0	0	0	0	0	13

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u>10</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u>3</u>

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3							3

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	52	39	8	2	101
7					0
8					0
NYSAA Bilingual (SWD)					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	63		23		18		1		105
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

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

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Spanish Lab to assess early literacy skills of our ELLs. The data helps to inform our transitional bilingual program, because based on the data we are able to determine how to best support the student. For example, we can translate only key words if they are not literate in their own languages or we can translate entire passages if they are strong in their native language.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have found that all students who are new into the system (LAB-R) are beginner English language learner students. Based on the NYSESLAT a mix of all 3 levels (beginning, intermediate and advanced). Thus, we've created a class with all the ELL students and created a buddy system to have our beginner students paired with former ELLs who are fluent in now English. We are hoping that by using their native language and pushing each other to work on their English we can help both students increase their literacy levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We have found that looking at our NYSESLAT scores, that we have students who are slightly higher scoring in Reading and Writing than Listening and Speaking. This shows that our students are getting literacy supports probably in all classes but they are not practicing and thus making gains in their ability to verbally communicate and respond to others' communication. According to AMAO, we need to work on our ability to move our students from beginner to intermediate, intermediate to advanced, etc. As we are a new school, we will be looking at the gains our students made last year and look to set individual student goals so that we understand how we have to move each child. Additionally, we purchased a Rosetta Stone License and conduct targeted assistance every Monday and Tuesday with our ELL students after-school in the computer lab. Each student has their own username and password so that the program can target their specific needs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. As we are a new transformative school, we only have 6th grade students. We see that our students are struggling with Listening and Speaking more than Reading and Writing. Some students took a Native Language test, though many did not. Many students scored similar results in their Native Language exam as their English exams.
 - b. When we get the scores from our interim assessments, we have data days where teachers work together in order to plan reteaching, to move students in respect to their individual goals, and to plan individual instruction for interventions that speak to the data gathered from the interim assessments. Leadership meets with teachers weekly to go over data on classroom assessments and to see growth as compared to data from interim assessments. We track the growth based on CCLS performance.
 - c. We have not received a periodic assessment back yet as we are a new school and just gave our first interim in November. However, based on our results from the MOSL, we see that our ELLs struggle to communicate in writing at grade level standards. We are pushing them to work on answering prompts completely, using textual evidence, and writing in complete thoughts.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
Not Applicable, as for the 2013-2014 school year we are only 6th grade.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We use native language instruction for our transitional bilingual program on an on-going basis. We have native language supports in the classroom and we scaffold instructional materials when possible in their native language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. We have used English Proficient students' LAB-R scores and we also have individual conferences with our students to determine their current performance level. We also use on-going formative and summative assessments in the class so students can demonstrate their

proficiency. Students are writing and reading texts frequently in all classes.

b. The proficiency levels vary by student. Our goal is for every student to perform on sixth grade standards for all modalities.

c. As a whole, our EP students similarly to our general population.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

As we are a new school, we will be throughly evaluating our program. We will analyze data to determine whether we met our Annual Measurable Achievement Objectives (AMAO) goals and our ELLs met their Adequate Yearly Progress (AYP) goals. We will examin how many of our students moved into a proficient rating on NYSESLAT, and how many of our students moved levels on the NYSELAT both overall and within each modality.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Students and families are directed to our main office to enroll in Vista Academy. At enrollment, the parent coordinator, Ms. Gonzalez meets with the family and determines whether the ELL coordinator, Ms. Romero, should be involved in the enrollment process based on the native language spoken. If it is determined that the student's native language is not English, the ELL coordinator, Ms. Romero conducts the home language survey, a formal initial assessment, and an oral interview with the student in English and in the native language (if possible). Next the ELL coordinator, Ms. Romero administers the LAB-R in English within the 10 days of enrollment. Families receive their ELL recommendation, then have a parent meeting where we discuss program options, entitlements, and how we can support both the child and the family.
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.
We meet with parents within the first 10 days of their child being admitted in order to explain all the options that are available to them. We show them the orientation video available from DOE in their native langugage and then explain what programs we are currently running in our school and all the options that are available to them throughout the DOE. We follow up aftr the initial orientation in order to check on their satisfaction with their chosen program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
We encourage parents to submit all paperwork at orientaiton, if they feel prepared. If they would like more time forms can be taken home and returned with the students, as they complete them. All forms are secured in our main office as they are turned in.
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.
In order to place students in the instructional programs of their parents' choice, we refer to the choice letter they make. We meet with parents, parent coordinator, as well as the ELL coordinator in order to help them make the choice that is best for them. We have translation services available in order to ensure that our parents understand the decisions they are making for their child.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
As a new school, we have not yet had a NYSESLAT administration, however, we will have our ELL Coordinator, Ms. Romero and the testing coordinator, Ms. Hall, work together to ensure all parts are administered appropriately with all testing requirements, accomodations and necessary protocols met.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If

no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ
As a new school, we don't have a history of requests. Our parents seem to gravitate towards ESL and the reasoning we hear a lot is that they need to learn English in school. We share with them the benefits of our bilingual program but it is not as popular.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We have a small advisory of 10 ELLs that meet on Mondays and Tuesdays to work on specifically on language acquisition via the interactive computer program, Rosetta Stone. Additionally, our transitional bilingual program allows for additional push-in support, as needed. If our students need pull out help, we are flexible with that as well.
 - b. We have all students traveling in blocks as classes. Our classes are grouped heterogenously, however a majority of our students are performing at a level 1 or 2.
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)?

100 minutes are currently happening in the Monday and Tuesday sessions described above. The additional minutes are in a TBE classroom that is departmentalized. Additionally, we are currently seeking an ESL educator to provide the additional minutes.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

At this point in the year, our transitional bilingual program is 60%/40%. Instruction is done in English and Spanish for math and

for all other content areas and we have native language supports as appropriate such as textbooks in Spanish and our buddy system to help students when they are stuck. Our instructional approach is one in which we differentiate our work time to address the needs of each child. Students are grouped according to what they need work on and they get those needs addressed through their teacher.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We have individual conferencing with their ELA teacher in order to check their growth in their native language. Data tracking systems include: tracking comprehension, fluency, and retention

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We have periodic assessments that take place throughout the year that assess students listening, reading and writing skills. By using the data from these assessments, we can see and track our student growth over time in these modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Currently, Vista Academy does not have any SIFE students. Our plan would include inclusion in our after-school program and Saturday school, when it begins, in order to have additional time with teachers to process all the standards and material they have not been exposed to.

b. For our newcomers, we work with the content on their grade level and provide scaffolds as necessary. For example , we give them additional vocabulary practice and worksheets are given in English with a side-by-side translation in their native language, so they can work towards higher level academic vocabulary. We also pair students with buddies who have been in the country longer to help answer questions and to help support their academic achievement. We group based on ability when appropriate so the teacher can give level specific instructional and maximize their time with the students.

c. We push our ELLs in years 4-6 to increase their complexity with writing, reading, speaking and listening. We push them to use their English skills even when they are frustrated and want to fall back to their native language. We differentiate by challenging our students to read level appropriate texts on their own and push them outside their level when a teacher is working with them. We have after-school groups by level in order to differentiate work time for these specific students and their specific needs.

d. Currently, we have no long term ELLs.

e. We will continue to extend our after-school programs to our former ELLs in order to ensure that they are getting any support they need to progress. Additionally, we will pair our former ELLs with our new ELLs so they can be a part of our ELL community for years to come.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We have our students working with Words to Go in order to help them have access to grade level specific vocabulary to support their academic growth. We also have strategies such as guided notetaking, sentence starters, and scaffolded worksheets to help support our students. These strategies and materials allow our students to have access to CCLS on grade level.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We are a small school so we have the flexibility to have our Students with Disabilities who are also ELLs getting additional support in ELA and Math during extended day. Both ELL-SWDs are testing at a proficient level.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

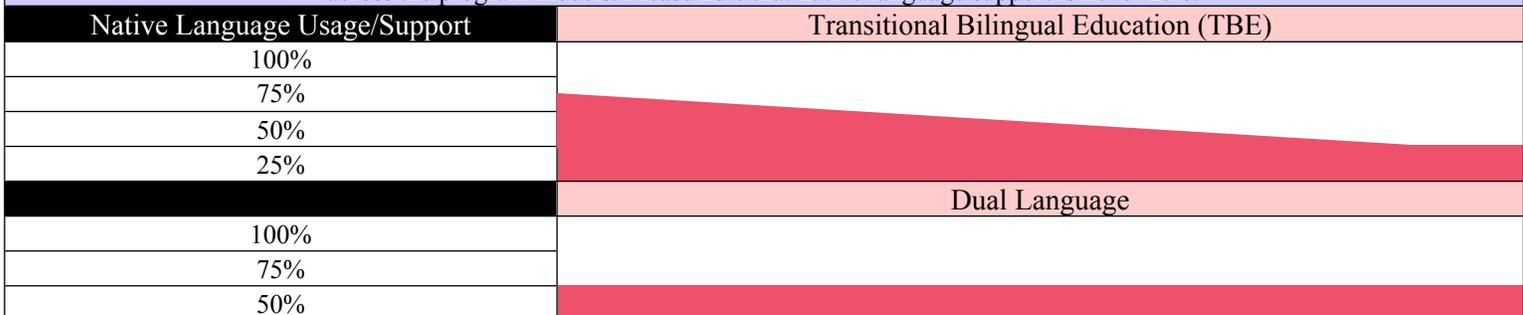
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
In ELA, Math, and Science, our ELL students are offered after-school tutoring, extended day tutoring, and push-in support. We also have Words to Go, Just Words and Rosetta Stone to provide level specific interventions. Our intervention programs are offered in English with native language supports.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We want to have more intervention support as we acquire technology through our new school grants. Once we have laptops and computer access, our students will have additional opportunities for support. Right now, our interventions seem to be meeting the needs of our students but we will learn more when our interim data comes back
11. What new programs or improvements will be considered for the upcoming school year?
We will consider Read 180 and Achieve3000 as they both have research based success rates to support them.
12. What programs/services for ELLs will be discontinued and why?
Not applicable. This is our first year as a school, and therefore have not discontinued any programs or services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered access to all our programs. Our after school programs include: tutoring, dance, fashion, basketball and drama. We offer tutoring to help our ELLs with their struggles as well as to provide them with more processing time as may be necessary to master the material.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We have purchased books for our strategic reading room in Spanish. For Math, we have class sets of CMP3 in Spanish as well as our Science and Social Studies texts in Spanish. For technology supports, we are using Rosetta Stone.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We have reading materials to support our students. When necessary, our teachers translate materials for our students to ensure they are getting the content while learning the English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
As we are a new school, all of our ELLs are the same grade level, 6th.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Everyone was new this year to our new school. We have orientation for all students in August in which we invite parents to come in and see our school and get acquainted with teachers. Next summer, we will encourage our ELLs to meet the other ELL students in the building to make them feel safe and welcome. This will also be a good connecting opportunity for parents of newly enrolled students to meet other families of students.
18. What language electives are offered to ELLs?
We do not have language electives available to any students this year.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- a-e) Not applicable, we do not offer a dual language program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. For professional development, we register for workshops held by the DOE to help train our ELL teachers on best practices for scaffolding to the ELL population. Our teachers share best practices. We also have intervisitations within our own classrooms to see what is working and what needs to be adjusted.

2. Teachers attend specific workshops on how to integrate CCLS into their scaffolding and lesson planning. We want our teachers to reach the high level of rigor that CCLS demand when teaching to our ELL students.

3. As our ELLs transition into our school, we reach out to their elementary schools to get insights into how the students were performing and what worked and didn't work in terms of teaching that child. We teach them about moving from teacher to teacher for their subjects but that their ESL teacher is a constant. We also teach them to advocate for themselves and ask for help when they need it.

4. We use our monthly professional development times to teach all teachers how to scaffold for our ELLs. Every teacher in the building is responsible for at least one ELL student so we need to share best practices and help each other grow. We have our ELL coordinator share her knowledge on how to teach ELLS in workshops and her share her knowledge.

D. Parental Involvement

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

1. We are working to increase parent involvement as a whole at our school. Our ELL students are contacted regularly by our bilingual parent coordinator in order to keep them on top of the monthly parent workshops we offer. We will offer Rosetta Stone for English to our parents as soon as we have the computers in the school. We also communicate with parents on a regular basis about what is being taught in our classrooms and how they can follow their child's progress on our online grading system.

2. Cypress Hills Local Development Corporation shares a building with us and has reached out in order to help support the families in our neighborhoods. This community based organization provides workshops, services, and resources to interested ELL families.

3. We have surveys through our Parent Coordinator to see what our parents need in order to ensure the success of their student and to have maximum involvement in our workshops. We have our parent coordinator reach out often in order to find out what our school can do to support our students.

4. We seek to ensure that our parents are able to communicate in English if they feel they need support. We also provide workshops on what parents need to know about middle school, about the high school process, and about such relevant topics as bullying. We also tell parents how their children are doing in terms of learning English by sharing with them the interim assessment data we receive after each test.

E. Additional Information

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

Paste response to question here:

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)
Dia Bryant	Principal		11/13/13
	Assistant Principal		1/1/01
Raquel Gonzalez	Parent Coordinator		11/13/13
	ESL Teacher		1/1/01
	Parent		1/1/01
Treena Hall	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Vanessa Gonzalez	Guidance Counselor		11/13/13
	Network Leader		1/1/01
Mallory Romero	Other <u>ELL Coordinator</u>		11/13/13
Cynthia Nieves	Other <u>Pupil Accounting</u>		11/13/13
	Other		1/1/01
	Other		1/1/01